



# SC EDUCATION OVERSIGHT COMMITTEE

*Reporting facts. Measuring change. Promoting progress.*

P.O. Box 11867 | 227 Blatt Building

Columbia SC 29211 | WWW.SCEOC.ORG

## AGENDA

June 12, 2007

**Buck Ridge Plantation  
231 Gun Dog Trail, Neeses, South Carolina**

10:00 a.m. Joint Meeting with the State Board of Education

Presentation of Findings and Recommendations from the Study of Computer-Based or  
Computer-Adaptive Testing Representatives, Data Recognition Corporation

1:00 p.m. Education Oversight Committee Business Meeting

- I. Welcome Harold Stowe
  - II. Approval of the Minutes of the April 9 Meeting Harold Stowe
  - III. Subcommittee Reports
    - A. Academic Standards & Assessments Thomas DeLoach
      - 1. Action: Use of End-of-Course Tests in School Ratings
      - 2. Action: Revised Mathematics Academic Standards
      - 3. Information: English Language Arts Academic Standards
      - 4. Information: Recommendations on Testing Resulting from the Cyclical Review (Action Deferred)
    - B. EIA & Improvement Mechanisms Bob Daniel
      - 1. Action: Triennial Evaluation Approach
      - 2. Information: Fiscal Year 2007-2008 Budget Actions
      - 3. Information: Fiscal Year 2008-2009 Budget Process
      - 4. Information: Report on the Use of the Flexibility Proviso
    - C. Public Awareness Alex Martin
      - 1. Information: Report on the Parent Survey Responses
      - 2. Information: 2007-2008 Communications Plan
  - IV. Appointment of an Ad Hoc Committee to Develop EOC Position Statements and Recommendations regarding Computer Based or Computer Adaptive Testing (NOTE: The Ad Hoc Committee will be supported by representatives of the three sponsoring agencies—Education Oversight Committee, State Department of Education and the Chief Information Officer of the Budget and Control Board. The Advisory Panel will meet with the Ad Hoc Committee on one or more occasions.)
  - V. General Discussion
- Adjournment
- Enclosures**  
Map to Buck Ridge Plantation  
Directions to Buck Ridge Plantation  
Attendance Response Form

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**SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**  
**Minutes of the Meeting**  
**April 9, 2007**

Members present: Mr. Stowe, Mr. Martin, Mrs. Benedict, Mr. Brennan, Rep. Cotty, Mr. Daniel, Mr. DeLoach, Mr. Drew, Mrs. Murphy, Supt. Rex, Mr. Robinson, and Dr. Woodall

I. Welcome and Introductions: Mr. Stowe welcomed members and guests to the meeting. He introduced Michael Brennan as the Governor's designee on the EOC and Dr. Kristi Woodall, an educator appointed by Rep. Walker, Chairman of the House Education and Public Works Committee.

II. Approval of the Minutes of February 12: Mr. Stowe entertained a motion to approve the minutes as distributed; the minutes were approved.

III. Closing the Achievement Gap: Mr. Potter opened the session on closing the achievement gap. He indicated that the traditional technical studies to identify schools closing the achievement gap are available on the EOC website. He then introduced Dr. Diane Monrad, Director of the University of South Carolina Educational Policy Center (SCEPC). Dr. Monrad presented a summary of the research (distributed in the meeting materials) that documented the impact of school climate. She outlined statistical studies that indicate nine of the ten most powerful influences on school wide academic performance are school climate factors. These factors are identified from responses to the teacher, student and parent surveys. She called for exploration of the factors at the district level, discovery of patterns within demographic groups and a redesign of the school survey data report.

Mr. Potter introduced Mr. Johnny Calder, Principal of Forestbrook Elementary School in Horry County. Mr. Calder outlined the elements that define the instructional and support programs for students at the school. The school has been recognized by the EOC for five consecutive years. Mr. Calder's power point presentation has been distributed to members and is available from the EOC offices.

Mr. Potter introduced Mrs. Shailene Riginos, Principal of Liberty Elementary School in Pickens County. Mrs. Riginos outlined the instructional and support strategies used at Liberty Elementary School to attain high achievement levels and to be honored for five consecutive years. Her PowerPoint is also available from the EOC offices.

After members asked a number of questions of presenters, Mr. Stowe and Superintendent Rex awarded certificates to honorees and thanked them for their accomplishments. The EOC then recessed for a short period.

IV. Subcommittee Reports

B. EIA and Improvement Mechanisms: Mr. Daniel reported on behalf of the Subcommittee. He informed the EOC of actions by the Ways and Means Committee and the House of Representatives on the budget recommendations.

A. Academic Standards and Assessments: Mr. DeLoach presented the subcommittee recommendations: (1) The Subcommittee recommended approval of the English language arts standards. Superintendent Rex asked for the standards

documents to be revised in accordance with a handout he distributed. The request included changing language regarding the use of the standards in design of assessments and elimination of Standard 7. Dr. Woodall asked for the inclusion of word lists as well as Greek and Latin roots of words. Dr. Siskind and Mrs. Jones responded on behalf of the State Department of Education (SDE). There was discussion of the appropriateness of including these within the standards document or within accompanying instructional resource documents. In response to questions, Dr. Anderson reviewed the authority of the EOC to approve or disapprove the standards documents only.

Mr. DeLoach moved approval of the standards with Rep. Cotty's amendment to specify that the EOC understood the standards and support documents are to be mailed simultaneously. The motion passed with one objection.

Discussion of the changes proposed by Supt. Rex followed. The members determined that it would be inappropriate for them to approve changes as proposed by the SDE, without action by the State Board of Education (SBE). The EOC members agreed that, following action by the SBE to include the changes, the staff would poll the membership to gain its approval.

(2) The Subcommittee recommended approval of the Math Standards. The EOC approved.

(3) The Subcommittee recommended changes to the format of the annual school and district report cards as distributed in the meeting materials. The EOC approved.

#### C. Public Awareness

On behalf of the Subcommittee Mr. Martin drew members' attention to the summary of the county tours and asked for approval of the summary to be distributed statewide. The EOC approved.

Mr. Martin moved the EOC go into executive session. The EOC went into Executive Session.

The EOC came out of Executive Session.

Mr. Martin moved that the contract for Chernoff-Newman and Associates be extended by one year. The EOC approved the motion.

#### V. Other Business

Having no other business, the EOC adjourned at 3:45 p.m.

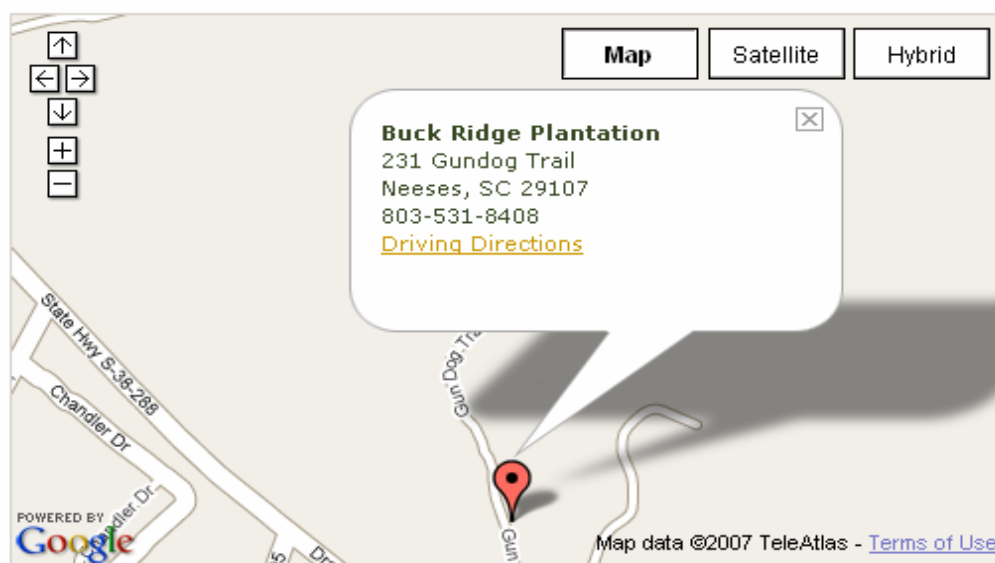
## DIRECTIONS *at Buck Ridge Plantation*



Buck Ridge Plantation is located near Orangeburg, SC. Commercial airports in Columbia and Charleston are within an hour's drive of Buck Ridge Plantation. A local airport (in Orangeburg) is available for private aircraft.

If you would like to receive more information on Buck Ridge Plantation just give us a call at **(803) 531-8408** or fax us at (803) 531-0657.

### Map to Buck Ridge



### Directions to Buck Ridge Plantation from Columbia, SC via Highway 321

1. From Columbia Metropolitan Airport: turn left on SC 302 towards Columbia. Take I-26 East towards Charleston for 1.6 miles. Take Exit 115 to Swansea - Hwy 321/21/176.
2. Continue on Hwy. 321 for approx. 24 miles through Gaston, Swansea, Woodford, and North.
3. When you reach the traffic light in North, drive three 3 miles past the light, look for a white church sign on your right, (Sunny Vista Church of God). When you approach this sign, turn left onto Drag Strip Road .
4. Drive 4.6 miles, to a 4-Way Stop Sign - Intersection of Slab Landing Road and Drag Strip Road. At Stop, continue through intersection on Dragstrip road.
5. Drive 3.1 miles and you will see a small sign on your left that says "Tourville Lodge." Turn left into fenced drive and take the left fork to the Lodge.

# **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee: Academic Standards and Assessments**

**Date: May 21, 2007**

## **REPORT/RECOMMENDATION**

Use of End of Course Test Scores in the School Ratings

### **PURPOSE/AUTHORITY**

Section 59-18-120 (8) "Absolute performance" means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment. Section 59-18-310 (A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students need additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. Section 59-18-310 (B) The statewide assessment program in the four academic areas must include grades three through eight, an exit examination in English/language arts and mathematics, which is to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded Carnegie units of credit in English/language arts, mathematics, science, and social studies. Section 59-18-900 (A): The Education Oversight Committee, working with the State Board of Education, is directed to establish an annual report card and its format to report on the performance for the individual elementary, middle, high schools, and school districts of the State. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district must also be reported. The annual report card must serve at least four purposes: (1) inform parents and the public about the school's performance; (2) assist in addressing the strengths and weaknesses within a particular school; (3) recognize schools with high performance; and (4) evaluate and focus resources on schools with low performance.

### **CRITICAL FACTS**

The recommendations provide for the use of End of Course test data in the middle school Absolute Ratings, clarify the attribution of End of Course test scores from the Virtual High School and dual credit courses for reporting and accountability purposes, and provide for the reporting and use of End of Course test results and school profile data from schools containing grade 9 only.

### **TIMELINE/REVIEW PROCESS**

February 2005: Testing Task Force recommends use of middle school End of Course test scores for middle school school accountability. 2005-2006: SDE conducts studies equating English I and Algebra I End of Course scores with PACT ELA and Math, respectively, and concludes that scores from the two tests are not interchangeable. March-May 2007: EOC staff discuss methodology to use both PACT and End of Course data for middle school ratings with district administrators and collect comments from field. March 2007: EOC staff consult with school and district administrators regarding use of data from schools containing grade 9 only for report cards.

### **ECONOMIC IMPACT**

**Cost:** No fiscal impact

**Fund/Source:**

**ACTION REQUEST**

☒ For approval

☐ For information

**ACTION TAKEN**

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

## MEMORANDUM

TO: Members of the Academic Standards and Assessments Subcommittee

FROM: David Potter  
Director of Research

DATE: May 2, 2007

SUBJECT: Use of End of Course Test Scores in the School Ratings

The Education Accountability Act of 1998 (EAA) defines the “Absolute Performance” of schools in the state accountability system as, “...the rating a school will receive based on the percentage of students meeting standard on the state’s standards based assessment” (Section 59-18-110 (8)). The EAA provided for the development of End of Course tests for “gateway courses awarded Carnegie units of credit in English/language arts, mathematics, science, and social studies” (Section 59-18-310 (B)). The End of Course tests are based on the state high school course academic standards and, as standards-based assessments, are used in the school and district accountability system. The End of Course test results are currently included in the calculation of high school and school district ratings, but are not included in the calculation of middle school ratings.

The purpose of this memorandum is to outline four recommendations regarding the use of End of Course test results in the state accountability system and to request your approval of those recommendations. The recommendations provide for the use of End of Course test data in the middle school Absolute Ratings, clarify the attribution of End of Course test scores from the Virtual High School and dual credit courses for reporting and accountability purposes, and provide for the reporting and use of End of Course test results and school profile data from schools containing grade 9 only. The recommendations have been sent to district superintendents and instructional leaders and have been posted on the EOC web site for review and comment by educators.

### Recommendation 1

End of Course scores of 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade students are to be in the ratings calculation for the school in which they are enrolled. These scores are to be added to the appropriate academic area, increasing both the denominator and numerator. Points in the ratings calculation assigned to end-of-course test performance are in alignment with the SC Uniform Grading Scale; that is, A=5 points, B=4, C=3, D=2 and F=1.

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This recommendation provides for the use of End of Course test results in the calculation of the Absolute Ratings of middle schools (schools containing grades 6, 7, or 8 or containing grades 6, 7, or 8 and grade 9 as a terminal grade) in which students are enrolled in high school credit courses. The recommendation adheres to the definition of "Absolute Performance" in the EAA that school performance ratings are based on standards based assessments. The recommendation also is in response to requests from educators that the End of Course results be used in the middle school ratings. The methodology and a simulation of the application of the methodology are detailed in the enclosed report, *Proposal to Include End of Course Test Results in Middle School Absolute Ratings*. The rating simulation found that the addition of the End of Course test results to the PACT results in schools containing grades 6, 7, or 8 or containing grades 6, 7, or 8 and grade 9 as a terminal grade raised the Absolute Ratings of 12 schools compared to the ratings based on PACT data alone and did not lower any school's ratings. As outlined in the attached report, there are three components to this recommendation:

- 1A. Calculate Absolute Ratings using data from both PACT and End of Course tests administered in middle schools (schools having PACT-tested grades through grade 8 and schools having PACT-tested grades and grade 9 as the terminal grade level).
- 1B. Begin including End of Course test results in the middle school Absolute Ratings with the 2007-2008 school year for reporting on the November 2008 report card.
- 1C. Continue calculating middle school Improvement Ratings based on PACT results only.

Recommendations 2 and 3 clarify the attribution of End of Course test scores earned through the Virtual High School and dual credit courses to schools for reporting and accountability purposes.

#### Recommendation 2

For the school years 2007-2008, 2008-2009 and 2009-2010, End of Course test scores for courses offered through the Virtual High School are to be reported with the high school in which the student is enrolled and calculated into the school ratings and in the district's ratings.

#### Recommendation 3

For the school years 2007-2008, 2008-2009 and 2009-2010, End of Course test scores for courses offered through dual high school and college credit are to be reported with the high school in which the student is enrolled and calculated into the school's ratings and the district's ratings.



Recommendation 4 pertains to South Carolina schools containing grade 9 only. Currently these schools receive report cards but do not receive school ratings because they have neither PACT data for the calculation of a middle school rating nor the high school data (except for End of Course test results and HSAP results from students repeating grade 9) needed to calculate a high school rating. The recommendation provides flexibility allowing the use of the data from the grade 9 only schools for calculating the ratings and profile data for the high school fed by the grade 9 school. The recommendation is analogous to the current policy (stated on page 7 of the 2006-2007 Accountability Manual) which provides that district Superintendents may request that a separate report card be issued for a school unit which does not currently receive a report card and meets specific criteria.

#### Recommendation 4

In districts with only one high school and only one ninth grade school (as defined by separate BEDS Codes), the district superintendent may request of the State Superintendent of Education that the two schools are to be combined for purposes of the school rating and reporting system. In this circumstance, all performance data and school profile data are to be combined and one report card document is distributed for the two schools.

These recommendations, along with any comments received from the field, will be presented for your consideration at the May 21 meeting of the Academic Standards and Assessments Subcommittee. If you have questions regarding these recommendations please contact me via email ([dpotter@eoc.sc.gov](mailto:dpotter@eoc.sc.gov)) or by telephone (803 734-9925).

Thank you in advance for your consideration of these recommendations.

Enclosure (1)

# Proposal to Include End of Course Test Results in Middle School Absolute Ratings



**SC EDUCATION**  
**OVERSIGHT COMMITTEE**

PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | [WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**Proposal to Include End of Course Test Results  
In Middle School Absolute Ratings  
May 2007**

**Background**

The Education Accountability Act of 1998 (EAA) defines the “Absolute Performance” of schools in the state accountability system as, “...the rating a school will receive based on the percentage of students meeting standard on the state’s standards based assessment” (Section 59-110 (8)). The EAA provided for the development of End of Course tests based on state academic standards for “gateway courses awarded Carnegie units of credit in English/language arts, mathematics, science, and social studies” (Section 59-18-310 (B)). The End of Course tests are based on the state high school course academic standards and, as standards-based assessments, are used in the school and district accountability system. Currently, End of Course tests in use for school and district accountability are available for the Algebra I/Math for the Technologies II, English I, and Physical Science courses (End of Course tests for Biology I/Applied Biology II were administered through 2005-2006 but not in the 2006-2007 school year). The End of Course test for U.S. History and the Constitution has been field-tested and is currently under review by the Education Oversight Committee for adoption.

The End of Course test results are currently included in the calculation of high school and school district ratings, but are not included in the calculation of middle school ratings. While most students take Algebra I and English I courses in high school (most in grade 9), significant numbers of middle school students take one or more of these high school credit courses in middle school (grades 7 or 8). A small number of middle school students take Physical Science for high school credit in grade 8, as well. The students taking high school credit courses in the middle school grades are participating in accelerated academic programs. Middle school students who take high school credit courses are required to take the End of Course tests for those courses in addition to the PACT assessments in English Language Arts (ELA), Mathematics, Science, and Social Studies.

In 2005 the Testing Task Force, concerned about the double-testing of middle school students taking high school credit courses, recommended “that actions be taken so that Algebra I and English I scores be equated to grade level PACT so that middle school students are not required to take both tests” (Testing Task Force, 2005, page 9). The State Department of Education (SDE) conducted technical studies of equating the PACT and End of Course results for 2004 and 2005 (equating PACT Math with Algebra I and PACT ELA with English I) and found that the PACT and End of Course results were not sufficiently related that End of Course test scores could be substituted for or converted to PACT scores. The differences in the scores from the two sets of tests were attributed to differences in the academic standards between the high school credit courses and the grade-level academic standards. Since the high school diploma exit examination (HSAP) is based on the academic standards through grade 8 as well as high school course standards, it is important that student performance on the grade level standards through grade 8 be measured so appropriate remediation can be provided to students. Thus both PACT and End of Course tests continue to be administered to middle school students taking high school credit courses.

Middle school administrators have expressed concerns that the report card ratings for their schools are based exclusively on student PACT performance while the results from the standards-based End of Course tests taken by their students are included only in the school district ratings. In response to these concerns, a methodology was devised to include End of

Course test results along with PACT results for the calculation of middle school Absolute Ratings. This report describes that methodology, presents the results from simulations based on the methodology, and makes recommendations regarding the adoption of the methodology.

## Methodology

### Description of the Data

First of all, the numbers of middle schools which may be affected by a change in the Absolute Rating calculations were identified. Table 1 lists the distributions of the grade levels of schools containing the middle school grades 6, 7, or 8 in 2006. The 276 schools containing these grade levels have the potential to be affected by an Absolute Rating calculation which includes End of Course test results. The schools in this group having grade 6 as the terminal grade are not likely to have students taking high school credit courses, and some of the schools containing grades 7 or 8 may not offer high school credit courses to their students, so these schools would not be affected by the addition of End of Course results to the ratings system.

Table 1  
Grade Organizations of Schools Containing Grades 6, 7, or 8 in 2005-2006

Grade Level Span	Number (%)
1 – 7	2 (0.7)
1 – 8	18 (6.5)
1 – 12	2 (0.7)
2 – 8	3 (1.1)
4 – 8	4 (1.5)
5 – 7	1 (0.4)
5 – 8	10 (3.6)
6	3 (1.1)
6 – 7	1 (0.4)
6 – 8	180 (65.2)
6 – 9	1 (0.4)
6 – 11	1 (0.4)
6 – 12	5 (1.8)
7 – 8	28 (10.1)
7 – 9	3 (1.1)
7 -12	11 (4.0)
8 – 9	1 (0.4)
8 – 12	2 (0.7)
Total	276 (100)

Total may not equal 100% due to rounding.

Five of the schools containing grades 6 through 8 had grade 9 as their terminal grade. The ninth grade End of Course test results in these schools are not used for the calculation of the ratings of the high schools containing grades 10 through 12 which they feed, but they can be combined with the PACT results to calculate middle school ratings.

Second, the 2005-2006 End of Course test results for the middle school grade levels and for grade 9 were obtained. There were no results for students attending grade 6, and there were

no Biology I results for grades 7 or 8. The grade-level Algebra I results are listed in Table 2, English I results in Table 3, and the Physical Science results in Table 4.

Table 2  
Algebra I End of Course Test Performance in 2005-2006  
Grades 7, 8, and 9

Score on Algebra I Test	Grade Level		
	Grade 7 Number Students (%)	Grade 8 Number Students (%)	Grade 9 Number Students (%)
A	1,008 (63.0)	5,285 (42.6)	3,298 (11.4)
B	316 (19.8)	2,893 (23.3)	4,483 (15.5)
C	182 (11.4)	2,776 (22.4)	8,490 (29.4)
D	72 (4.5)	1,020 (8.2)	6,805 (23.6)
F	21 (1.3)	426 (3.4)	5,801 (20.1)
Total (%)	1,599 (100)	12,400 (100)	28,877 (100)

Table 3  
English I End of Course Test Performance in 2005-2006  
Grades 7, 8, and 9

Score on English I Test	Grade Level		
	Grade 7 Number Students (%)	Grade 8 Number Students (%)	Grade 9 Number Students (%)
A	0 (0)	1,929 (27.2)	4,472 (8.9)
B	0 (0)	2,210 (31.2)	6,654 (13.2)
C	1 (100)	2,016 (28.4)	11,722 (23.2)
D	0 (0)	672 (9.5)	10,790 (21.4)
F	0 (0)	262 (3.7)	16,816 (33.3)
Total (%)	1 (100)	7,089 (100)	50,454 (100)

Table 4  
Physical Science End of Course Test Performance in 2005-2006  
Grades 7, 8, and 9

Score on Physical Science Test	Grade Level		
	Grade 7 Number Students (%)	Grade 8 Number Students (%)	Grade 9 Number Students (%)
A	1 (50)	77 (12.9)	3,139 (7.0)
B	0 (0)	99 (16.6)	3,999 (8.9)
C	0 (0)	166 (27.8)	6,094 (13.5)
D	1 (50)	113 (18.9)	8,100 (18.0)
F	0 (0)	143 (23.9)	23,688 (52.6)
Total (%)	2 (100)	598 (100)	45,020 (100)

Algebra I was the course taken most frequently by middle school students (approximately 14,000 students in grades 7 and 8), followed by English I (approximately 7,000 students in grade 8), and Physical Science (approximately 600 students in grade 8). Not surprisingly, the academically accelerated middle school students taking these high school credit courses performed well on the End of Course tests, with almost one-half scoring at the “A” level on the Algebra I test, about one-fourth scoring “A” on the English I test, and about one in eight scoring “A” on the Physical Science test. The performance of the middle school students was excellent compared to the performance of ninth-graders, 11 percent of whom scored “A” in Algebra I; 9 percent of whom scored “A” in English I; and 7 percent of whom scored “A” in Physical Science.

#### Simulation of 2007 Absolute Ratings Based on Combined PACT and End of Course Test Data

The methodology proposed for combining PACT and End of Course test results in the calculation of middle school Absolute Ratings is the same as the methodology currently used for calculating these ratings (see the 2006-2007 Accountability Manual, pages 15-19, for a description of this methodology). However, the proposed ratings calculation includes the End of Course test results in addition to the PACT results.

The calculation of simulated middle school ratings based on both PACT and End of Course data was accomplished by converting individual student End of Course test scores to the same 1 to 5 point scale used for the PACT test score data. To convert the End of Course test scores to the 1 – 5 point scale, the values listed in Table 5 were used.

Table 5  
Conversion of End of Course Test Scores  
To 1 to 5 Point Scale Used for Calculation of Middle School Absolute Ratings

End of Course Test Score	Point Value for Calculating Rating
A	5
B	4
C	3
D	2
F	1

Once the individual student End of Course test scores were converted to the 1 – 5 point scale, the End of Course test points were treated in the calculation of the index for the Absolute Rating in the same way as PACT scores for each grade and subject area. Algebra I scores were combined with PACT Math scores, English I scores were combined with PACT ELA scores, and Physical Science scores were combined with PACT Science scores; there were no End of Course test scores in Social Studies so only PACT Social Studies data were used for the calculations.

For schools containing grades 6 through 8 or 6 through 9, an index based on the combined PACT and End of Course points was calculated for each subject area by adding up the total number of points scored (the numerator) and dividing by the total number of student scores (denominator). The subject area indexes were combined based on the weightings specified in Act 254 (for the 2007 simulation, ELA, Math, Science, and Social Studies were weighted equally, or 25% each for grades 6 through 9, for the calculation of the overall school index).

For the 11 schools which had grade 5 as the lowest grade level but also contained grades 6, 7, or 8, the methodology was revised somewhat in response to the requirement in Act 254 that subject areas be weighted differently in grade 5 than in grade 6 or above. Beginning in 2007, PACT English language arts and mathematics are to be weighted 30% each and science and social studies are to be weighted 20% each in grades 3 through 5 in the calculation of the absolute rating index. The four PACT subject areas are to be weighted 25% each in grade 6 or above. For the schools containing grade 5, an index was calculated for grade 5 and a second index was calculated for grades 6 and above based on the appropriate weights for the subject areas. A school index was calculated by calculating the average of the grade level indexes, with the grade 5 index weighted by the number of test scores in grade 5, and the grade 6 and above index weighted by the number of test scores in grades 6 and above. These two values were summed (numerator), and the sum was divided by the total number of PACT and End of Course records available across all the grades (denominator).

The school absolute indexes were rounded to the nearest tenth of a point. The rounded indexes were compared to the values in the table on page 18 of the 2007 Accountability Manual to determine the Absolute Rating for the schools. Examples illustrating the calculation of the Absolute Rating based on both PACT and End of Course results are provided in the Appendix.

## Simulation Results

The study of the 2007 Absolute Ratings for middle schools based on 2006 data involved two simulations: simulating the ratings based on PACT scores alone, which is the current methodology used for calculating the ratings; and simulating the ratings based on both PACT and End of Course test data. The results of the simulations are compared in Table 6.

Table 6  
Simulation of Absolute Ratings Based on 2007 Criteria  
Ratings Calculated Based on PACT Only  
Compared to Ratings Based on PACT + End of Course Test Results

Effects of Combining End of Course Test Results with PACT Data				Number of Schools
Absolute ratings HIGHER when End of Course results are combined with PACT data				12
	Rating with PACT data only	Rating when End of Course data are combined with PACT	Number of Schools	
	Average	Good	3	
	Below Average	Average	5	
	Unsatisfactory	Below Average	4	
Absolute ratings LOWER when End of Course results are combined with PACT data				0
Absolute ratings SAME when End of Course data are combined with PACT data				227
Schools which did not have End of Course test results to calculate comparison				37
Total				276

The simulations indicated that the Absolute Ratings of 12 middle schools would be higher if both PACT and End of Course test data were used for calculating the ratings than if the ratings were based on PACT data alone. The simulations did not identify any schools which would have lower absolute ratings if End of Course data were combined with PACT data. The inclusion of End of Course test data along with PACT data neither raised nor lowered the simulated Absolute Ratings for the 227 middle schools for which both PACT and End of Course test data were available. A total of 37 middle schools did not have any End of Course tests administered in 2006, so simulations of the results of combining PACT and End of Course test data for these schools were not possible. Since the performance of middle school students taking End of Course tests is generally high, it is not surprising that the Absolute Ratings for some middle schools were simulated to be higher based on both PACT and End of Course test data than the ratings for the same schools based on PACT alone.

It is proposed that the calculation of the Absolute Ratings for middle schools be modified to include the results from End of Course tests administered in the middle schools. The proposed modification of the ratings calculation pertains only to the Absolute Ratings, not the Improvement Ratings. The EAA specifies that the Improvement Ratings are to be based on longitudinally matched student test results, and the administration of PACT tests in grades 3



through 8 allow the longitudinal matching of student data. However, middle school students taking End of Course tests generally take those tests only once, so pre- and post-test End of Course test data are not available for the Improvement Rating calculations. The Improvement Ratings for middle schools will continue to be based exclusively on student PACT performance.

### **Recommendations**

1. Calculate Absolute Ratings using data from both PACT and End of Course tests administered in middle schools (schools having PACT-tested grades through grade 8 and schools having PACT-tested grades and grade 9 as the terminal grade level).
2. Begin including End of Course test results in the middle school Absolute Ratings with the 2007-2008 school year for reporting on the November 2008 report card.
3. Continue calculating middle school Improvement Ratings based on PACT results only.



## APPENDIX

### Example 1: Calculation of Absolute Rating Using Both PACT and End of Course Test Data for School Containing Grades 6, 7, and 8

Smith Middle School contains grades 6, 7, and 8. There are 100 students attending grade 8 in Smith Middle School. Twenty of those students took the Algebra I high school credit course. All 100 students took the PACT Math test, and 20 of those students also took the Algebra I End of Course test. The school has 120 scores for mathematics in grade 8. The students' PACT Math and Algebra I scores on the two tests are recorded below:

PACT Math Performance (Points)	Number of Scores		Algebra I Performance (Points)	Number of Scores
Advanced (5)	10		A (5)	8
Proficient (4)	20		B (4)	5
Basic (3)	45		C (3)	4
Below Basic 2 (2)	15		D (2)	2
Below Basic 1 (1)	10		F (1)	1

Similarly, 20 of the students enrolled in grade 8 also took the English I high school credit course. Thus the school also has 120 scores in ELA in grade 8. The students' scores on PACT ELA and English I tests are recorded below:

PACT ELA Performance (Points)	Number of Scores		English I Performance (Points)	Number of Scores
Advanced (5)	5		A (5)	4
Proficient (4)	30		B (4)	6
Basic (3)	45		C (3)	6
Below Basic 2 (2)	10		D (2)	3
Below Basic 1 (1)	10		F (1)	1

None of the grade 8 students took the Physical Science high school credit course, so none took the Physical Science End of Course test. The eighth graders' scores on the PACT Science and Social Studies tests are recorded below:

PACT Science Performance (Points)	Number of Scores		PACT Social Studies Performance (Points)	Number of Scores
Advanced (5)	2		Advanced (5)	5
Proficient (4)	13		Proficient (4)	25
Basic (3)	45		Basic (3)	45
Below Basic 2 (2)	20		Below Basic 2 (2)	15
Below Basic 1 (1)	20		Below Basic 1 (1)	10

Smith Middle School enrolled 110 students in grade 7 and 105 students in grade 6. There were no End of Course tests administered in grades 6 and 7 in Smith Middle School.

The PACT results for students in grade 7 are listed below.

PACT ELA Performance (Points)	Number of Scores		PACT Math Performance (Points)	Number of Scores
Advanced (5)	3		Advanced (5)	15
Proficient (4)	25		Proficient (4)	20
Basic (3)	49		Basic (3)	48
Below Basic 2 (2)	17		Below Basic 2 (2)	14
Below Basic 1 (1)	16		Below Basic 1 (1)	13

PACT Science Performance (Points)	Number of Scores		PACT Social Studies Performance (Points)	Number of Scores
Advanced (5)	13		Advanced (5)	12
Proficient (4)	17		Proficient (4)	15
Basic (3)	33		Basic (3)	42
Below Basic 2 (2)	27		Below Basic 2 (2)	26
Below Basic 1 (1)	20		Below Basic 1 (1)	15

The PACT results for students in grade 6 are listed below.

PACT ELA Performance (Points)	Number of Scores		PACT Math Performance (Points)	Number of Scores
Advanced (5)	7		Advanced (5)	16
Proficient (4)	25		Proficient (4)	23
Basic (3)	40		Basic (3)	44
Below Basic 2 (2)	17		Below Basic 2 (2)	11
Below Basic 1 (1)	16		Below Basic 1 (1)	11

PACT Science Performance (Points)	Number of Scores		PACT Social Studies Performance (Points)	Number of Scores
Advanced (5)	12		Advanced (5)	17
Proficient (4)	13		Proficient (4)	25
Basic (3)	29		Basic (3)	40
Below Basic 2 (2)	25		Below Basic 2 (2)	13
Below Basic 1 (1)	26		Below Basic 1 (1)	10

The index for each subject area across grades 6, 7, and 8 is calculated:

Index for Mathematics:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	49	245
4	68	272
3	141	423
2	42	84
1	35	35
Totals	335	1059

Index = Total Point Weights / Total Number of Scores

Math Index =  $1059/335 = 3.1611$

Index for ELA:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	19	95
4	86	344
3	140	420
2	47	94
1	43	43
Totals	335	996

Index = Total Point Weights / Total Number of Scores

ELA Index =  $996/335 = 2.9731$

Index for Science:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	27	135
4	43	172
3	107	321
2	72	144
1	66	66
Totals	315	838

Index = Total Point Weights / Total Number of Scores

Science Index =  $838/315 = 2.6603$

Index for Social Studies:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	34	170
4	65	260
3	127	381
2	54	108
1	35	35
Totals	315	954

Index = Total Point Weights / Total Number of Scores

Social Studies Index =  $954/315 = 3.0285$

The overall absolute index for the school is calculated by averaging the four subject-area indexes, giving each subject area index equal weighting.

School Index = (Math Index + ELA Index + Science Index + Social Studies Index) / 4

Smith Middle School Absolute Index:

$$(3.1611 + 2.9731 + 2.6603 + 3.0285) / 4 = 2.9557$$

The absolute index is rounded to the nearest tenth of a point and compared to the values in the following table to determine the rating.

**Index Values for Determining Absolute Ratings**

Year	Range of Indexes Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
<b>2007</b>	3.8 and above*	3.4–3.7*	3.0–3.3	2.6–2.9	Below 2.6
<b>2008</b>	3.9 and above*	3.5–3.8*	3.1–3.4	2.7–3.0	Below 2.7
<b>2009</b>	4.0 and above*	3.6–3.9*	3.2–3.5	2.8–3.1	Below 2.8
<b>2010</b>	4.1 and above*	3.7–4.0*	3.3–3.6	2.9–3.2	Below 2.9

\*School must meet the state's Adequate Yearly Progress (AYP) objectives for the category "all students."

The Smith Middle School absolute index of 2.9557 rounds to 3.0. Based on the table, an index of 3.0 corresponds to an Absolute Rating for Smith Middle School of "Average."

**Example 2: Calculation of Absolute Rating Using Both PACT and End of Course Test  
Data for School Containing Grades 5, 6, 7, and 8**

Jones Middle School contains grades 5, 6, 7, and 8. There are 100 students attending grade 8 in Jones Middle School. Twenty of those students took the Algebra I high school credit course. All 100 students took the PACT Math test, and 20 of those students also took the Algebra I End of Course test. The school has 120 scores for mathematics in grade 8. The students' PACT Math and Algebra I scores on the two tests are recorded below:

PACT Math Performance (Points)	Number of Scores		Algebra I Performance (Points)	Number of Scores
Advanced (5)	10		A (5)	8
Proficient (4)	20		B (4)	5
Basic (3)	45		C (3)	4
Below Basic 2 (2)	15		D (2)	2
Below Basic 1 (1)	10		F (1)	1

Similarly, 20 of the students enrolled in grade 8 also took the English I high school credit course. Thus the school also has 120 scores in ELA in grade 8. The students' scores on PACT ELA and English I tests are recorded below:

PACT ELA Performance (Points)	Number of Scores		English I Performance (Points)	Number of Scores
Advanced (5)	5		A (5)	4
Proficient (4)	30		B (4)	6
Basic (3)	45		C (3)	6
Below Basic 2 (2)	10		D (2)	3
Below Basic 1 (1)	10		F (1)	1



None of the grade 8 students took the Physical Science high school credit course, so none took the Physical Science End of Course test. The eighth graders' scores on the PACT Science and Social Studies tests are recorded below:

PACT Science Performance (Points)	Number of Scores		PACT Social Studies Performance (Points)	Number of Scores
Advanced (5)	2		Advanced (5)	5
Proficient (4)	13		Proficient (4)	25
Basic (3)	45		Basic (3)	45
Below Basic 2 (2)	20		Below Basic 2 (2)	15
Below Basic 1 (1)	20		Below Basic 1 (1)	10

Jones Middle School enrolled 110 students in grade 7, 105 students in grade 6, and 100 students in grade 5. There were no End of Course tests administered in grades 6 and 7 in Jones Middle School.

The PACT results for students in grade 7 are listed below.

PACT ELA Performance (Points)	Number of Scores		PACT Math Performance (Points)	Number of Scores
Advanced (5)	3		Advanced (5)	15
Proficient (4)	25		Proficient (4)	20
Basic (3)	49		Basic (3)	48
Below Basic 2 (2)	17		Below Basic 2 (2)	14
Below Basic 1 (1)	16		Below Basic 1 (1)	13

PACT Science Performance (Points)	Number of Scores		PACT Social Studies Performance (Points)	Number of Scores
Advanced (5)	13		Advanced (5)	12
Proficient (4)	17		Proficient (4)	15
Basic (3)	33		Basic (3)	42
Below Basic 2 (2)	27		Below Basic 2 (2)	26
Below Basic 1 (1)	20		Below Basic 1 (1)	15

The PACT results for students in grade 6 are listed below.

PACT ELA Performance (Points)	Number of Scores		PACT Math Performance (Points)	Number of Scores
Advanced (5)	7		Advanced (5)	16
Proficient (4)	25		Proficient (4)	23
Basic (3)	40		Basic (3)	44
Below Basic 2 (2)	17		Below Basic 2 (2)	11
Below Basic 1 (1)	16		Below Basic 1 (1)	11

PACT Science Performance (Points)	Number of Scores		PACT Social Studies Performance (Points)	Number of Scores
Advanced (5)	12		Advanced (5)	17
Proficient (4)	13		Proficient (4)	25
Basic (3)	29		Basic (3)	40
Below Basic 2 (2)	25		Below Basic 2 (2)	13
Below Basic 1 (1)	26		Below Basic 1 (1)	10

The PACT results for students in grade 5 are listed below.

PACT ELA Performance (Points)	Number of Scores		PACT Math Performance (Points)	Number of Scores
Advanced (5)	3		Advanced (5)	16
Proficient (4)	31		Proficient (4)	18
Basic (3)	46		Basic (3)	42
Below Basic 2 (2)	10		Below Basic 2 (2)	13
Below Basic 1 (1)	10		Below Basic 1 (1)	11

PACT Science Performance (Points)	Number of Scores		PACT Social Studies Performance (Points)	Number of Scores
Advanced (5)	15		Advanced (5)	13
Proficient (4)	12		Proficient (4)	11
Basic (3)	34		Basic (3)	39
Below Basic 2 (2)	20		Below Basic 2 (2)	20
Below Basic 1 (1)	19		Below Basic 1 (1)	17

First, the index for each subject area across grades 6, 7, and 8 is calculated:

Index for Mathematics:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	49	245
4	68	272
3	141	423
2	42	84
1	35	35
Totals	335	1059

Index = Total Point Weights / Total Number of Scores

Grade 6-8 Math Index =  $1059/335 = 3.1611$

Index for ELA:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	19	95
4	86	344
3	140	420
2	47	94
1	43	43
Totals	335	996

Index = Total Point Weights / Total Number of Scores

Grade 6-8 ELA Index =  $996/335 = 2.9731$

Index for Science:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	27	135
4	43	172
3	107	321
2	72	144
1	66	66
Totals	315	838

Index = Total Point Weights / Total Number of Scores

Grade 6-8 Science Index =  $838/315 = 2.6603$

Index for Social Studies:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	34	170
4	65	260
3	127	381
2	54	108
1	35	35
Totals	315	954

Index = Total Point Weights / Total Number of Scores

Grade 6-8 Social Studies Index =  $954/315 = 3.0285$

The overall absolute index for grades 6, 7, and 8 is calculated by averaging the four subject area indexes, giving each subject area index equal weighting.

Index = (Math Index + ELA Index + Science Index + Social Studies Index) / 4

Jones Middle School Absolute Index for grades 6, 7, and 8:

$$(3.1611 + 2.9731 + 2.6603 + 3.0285) / 4 = 2.9557$$

Now, the index for each subject area in grade 5 is calculated:

Index for Mathematics:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	16	80
4	18	72
3	42	126
2	13	26
1	11	11
Totals	100	315

Index = Total Point Weights / Total Number of Scores

Grade 5 Math Index =  $315/100 = 3.1500$

Index for ELA:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	3	15
4	31	124
3	46	138
2	10	20
1	10	10
Totals	100	307

Index = Total Point Weights / Total Number of Scores  
 Grade 5 ELA Index =  $307/100 = 3.0700$

Index for Science:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	15	75
4	12	48
3	34	102
2	20	40
1	19	19
Totals	100	284

Index = Total Point Weights / Total Number of Scores  
 Grade 5 Science Index =  $284/100 = 2.8400$

Index for Social Studies:

Point Weights	Number Scores At Each Point Weight	Point Weight <i>multiplied by</i> Number of Scores
5	13	65
4	11	44
3	39	117
2	20	40
1	17	17
Totals	100	283

Index = Total Point Weights / Total Number of Scores  
 Grade 5 Social Studies Index =  $283/100 = 2.8300$

The overall absolute index for grade 5 is calculated by averaging the four subject-area indexes, using the following subject area weightings:

Grade 5 Index = (0.3\*Math Index) + (0.3\*ELA Index) + (0.2\*Science Index) + (0.2\*Socia Studies Index)

Jones Middle School Absolute Index for grade 5:

$$(0.3*3.1500) + (0.3*3.0700) + (0.2*2.8400) + (0.2*2.8300) = 3.000$$

The overall absolute index for the school is calculated by averaging the index for grades 6 through 8 with the index from grade 5, weighting the indexes by the total number of scores for the two sets of grade levels and dividing by the total number of scores in the school.

Overall School Index *equals*

((Grades 6 through 8 Index\*Total Number Scores in Grades 6-8)

*plus*

(Grade 5 Index\*Total Number Scores in Grade 5))

*divided by*

((Total Number Scores in Grades 6 through 8)

*plus*

(Total Number Scores in Grade 5))

Jones Middle School Absolute Index:

$$((2.9557*1300) + (3.0000*400)) / (1300 + 400) = 2.9661$$

The absolute index is rounded to the nearest tenth of a point and compared to the values in the following table to determine the rating.

#### Index Values for Determining Absolute Ratings

Year	Range of Indexes Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
<b>2007</b>	3.8 and above*	3.4–3.7*	3.0–3.3	2.6–2.9	Below 2.6
<b>2008</b>	3.9 and above*	3.5–3.8*	3.1–3.4	2.7–3.0	Below 2.7
<b>2009</b>	4.0 and above*	3.6–3.9*	3.2–3.5	2.8–3.1	Below 2.8
<b>2010</b>	4.1 and above*	3.7–4.0*	3.3–3.6	2.9–3.2	Below 2.9

\*School must meet the state's Adequate Yearly Progress (AYP) objectives for the category "all students."

The Jones Middle School absolute index of 2.9661 rounds to 3.0. Based on the table, an index of 3.0 corresponds to an Absolute Rating for Jones Middle School of "Average."

## **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee:** Academic Standards and Assessments

**Date:** May 21, 2007

### **REPORT/RECOMMENDATION**

Approval of the Revisions to the South Carolina Mathematics Academic Standards adopted by the State Board on April 10, 2007

### **PURPOSE/AUTHORITY**

Section 59-18-360 of the Education Accountability Act requires the State Board of Education, in consultation with the Education Oversight Committee, to conduct a cyclical review of the state standards in the four academic areas by the year 2005 and at least every seven years thereafter. The review was conducted in the spring and summer of 2006, a report on the recommended revisions was presented to the Education Oversight Committee for its consideration and approved. The Education Oversight Committee must approve the new standards before they become operative. The attached indicators were changed and approved by the State Board of Education on April 10, 2007 after the EOC had approved different indicators.

### **CRITICAL FACTS**

The review and revision of the standards followed the Procedures for the Cyclical Review of Current South Carolina K-12 Academic Standards.

### **TIMELINE/REVIEW PROCESS**

Review Process began in February, 2006. Recommendations for revision of the standards were approved by the EOC in August, 2006. The revised standards received first reading approval by the State Board of Education on January 9, 2007, received approval by the EOC on April 9, 2007, and were amended and approved by the State Board of Education on April 10, 2007. The amended indicators are now presented for approval by the Academic Standards and Assessments Subcommittee, and if approved, will then be presented to the full Education Oversight Committee for approval on June 12, 2007. Upon approval by the EOC, the standards will become operative in the 2007-08 school year.

### **ECONOMIC IMPACT**

**Cost:** Fiscal impact not calculated

**Fund/Source:**

### **ACTION REQUEST**

☒ **For approval**

☐ **For information**

### **ACTION TAKEN**

☐ **Approved**

☐ **Amended**

☐ **Not Approved**

☐ **Action deferred (explain)**

**Amendments to the SC Academic Standards for Mathematics  
adopted by the State Board of Education on  
April 10, 2007**

On April 9, 2007, the Education Oversight Committee approved the South Carolina Academic Standards for Mathematics approved by the State Board of Education on January 9, 2007. The standards then were presented to the State Board of Education for second reading approval on April 10, 2007. At the State Board meeting, two amendments offered by State Board members to the standards document were approved. The two amendments are presented below, along with information on the impact of the amendments.

The first amendment applied to Grade Three indicator 3-2.7. The indicator read:

"Recall basic multiplication facts through  $9 \times 9$  and the corresponding division facts."

The State Board amended the indicator to read:

"Recall basic multiplication facts through  $12 \times 12$  and the corresponding division facts."  
(See page 2 of this document).

The amended indicator goes beyond what the national standards on mathematics expect of third graders ( $9 \times 9$ ), but there is no consistency among the various states on the scope of learning of multiplication and division in third grade. North Carolina and Texas presently require  $12 \times 12$ , while Virginia requires  $9 \times 9$ , Georgia requires  $10 \times 10$ , and other states such as California, Indiana, Florida, and Montana, do not define the depth of the facts to be learned in 3rd grade. Taught properly, the new indicator can serve as a tool to help teachers make connections among other mathematical concepts, such as expanded notation, the distributive property, place value, and basic facts. Making connections among the various mathematical concepts is a process standard stressed in the South Carolina standards, and indicator 3-1.6 states: "Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered."

Using  $12 \times 11$  as an example, some of the mathematical connections that can be applied are:

Expanded notation	$12 \times (10 + 1) = 132$
Distributive property	$(12 \times 10) + (12 \times 1) = 132$
Place value and basic facts	$120 + 12 = 132$

The new indicator also is in keeping with, and further supports, indicator 3-2.10, which states: "Generate strategies to multiply whole numbers by using one single digit factor and one multi-digit factor."

The amended indicator, which may be a challenge for some students, is in keeping with the criteria of providing a rigorous academic program for South Carolina's students.



**GRADE 3**  
**Number and Operations**

**Standard 3-2:** The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.

**Indicators**

- 3-2.1 Compare whole-number quantities through 999,999 by using the terms *is less than*, *is greater than*, and *is equal to* and the symbols  $<$ ,  $>$ , and  $=$ .
- 3-2.2 Represent in word form whole numbers through *nine hundred ninety-nine thousand*.
- 3-2.3 Apply an algorithm to add and subtract whole numbers fluently.
- 3-2.4 Apply procedures to round any whole number to the nearest 10, 100, or 1,000.
- 3-2.5 Understand fractions as parts of a whole.
- 3-2.6 Represent fractions that are greater than or equal to 1.
- 3-2.7 Recall basic multiplication facts through  $12 \times 12$  and the corresponding division facts.
- 3-2.8 Compare the inverse relationship between multiplication and division.
- 3-2.9 Analyze the effect that adding, subtracting, or multiplying odd and/or even numbers has on the outcome.
- 3-2.10 Generate strategies to multiply whole numbers by using one single-digit factor and one multidigit factor.
- 3-2.11 Use basic number combinations to compute related multiplication problems that involve multiples of 10.
- 3-2.12 Analyze the magnitude of digits through 999,999 on the basis of their place value.

The second amendment applied to Fourth Grade indicator 4-2.10. The indicator read:

“Identify common fraction/decimal equivalents  $\frac{1}{2} = .5$ ,  $\frac{1}{4} = .25$ ,  $\frac{3}{4} = .75$ , multiples of  $\frac{1}{10}$ , and multiples of  $\frac{1}{100}$ .”

The new indicator reads:

“Identify the common fraction/decimal equivalents  $\frac{1}{2} = .5$ ,  $\frac{1}{4} = .25$ ,  $\frac{3}{4} = .75$ ,  $\frac{1}{3} \approx .33$ ,  $\frac{2}{3} \approx .67$ , multiples of  $\frac{1}{10}$ , and multiples of  $\frac{1}{100}$ .” (See page 4 of this document).

This amended indicator presents two challenges. First,  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{3}{4}$  have exact decimal equivalents, but  $\frac{1}{3}$  and  $\frac{2}{3}$  do not; the decimal equivalents are approximate in value. Second, teaching .33 and .67 introduces the concepts of both repeating and non-terminating decimals to the fourth grade curriculum, concepts with which many high school students struggle. A review of the national math standards found equivalent fractions and decimals introduced in the fourth grade; the concepts of repeating and non-terminating decimals should be introduced by 5<sup>th</sup> grade, but mastery is not expected until the end of middle school. Correspondence with David Klein, primary author of the state of math standards by the Fordham Foundation, stated that many high school students do not grasp the concepts of repeating and non-terminating decimals.

There is no consistency among the states as to when equivalent fractions is introduced. California, Georgia and Indiana introduce the concept in 3<sup>rd</sup> grade, but Georgia does not specify which fractions to decimals, Indiana expects only the 1/10ths to be taught in 3<sup>rd</sup> grade ( $\frac{1}{2}$  and  $\frac{1}{4}$  are in 4<sup>th</sup> grade), and California specifies only  $\frac{1}{2}$  and  $\frac{3}{4}$ . Texas, Florida, and Virginia introduce the concept in 4<sup>th</sup> grade but do not specify the fractions and decimals to be learned. Montana and North Carolina do not specifically introduce the concept in a manner similar to South Carolina through 5<sup>th</sup> grade. None of the states whose standards were consulted introduced the concept of non-terminating decimals in the elementary math standards.

Despite these challenges, the introduction of  $\frac{1}{3}$  and  $\frac{2}{3}$  and the corresponding decimals .33 and .67 can be successfully introduced in 4<sup>th</sup> grade. As is noted in the indicator, the fractions  $\frac{1}{3}$  and  $\frac{2}{3}$  and their corresponding decimals are introduced as approximate values. The concept of rounding is introduced in 2<sup>nd</sup> grade in South Carolina, so the student should be familiar with the approximate symbol ( $\approx$ ) and should, therefore, understand that the two fractions and decimals are not exactly equal. The concept of approximate values could be tied to the teaching of monetary values (also introduced in 2<sup>nd</sup> grade) by explaining that  $\frac{1}{3}$  of a dollar is approximately \$.33. By connecting the fractions and decimals to monetary value, the issue of non-terminating decimals would not necessarily be a problem.

The amended indicator, which will be a challenge for some students, is in keeping with the criteria of providing a rigorous academic program for South Carolina’s students.

For both indicators, the support documents prepared by the State Department of Education for the South Carolina Academic Standards for Mathematics should make a distinction between the knowledge level expected at 3<sup>rd</sup> or 4<sup>th</sup> grade, and the advanced cognitive skills used in later grades.

## GRADE 4

### Number and Operations

**Standard 4-2:** The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals.

#### Indicators

- 4-2.1 Recognize the period in the place-value structure of whole numbers: units, thousands, millions, and billions.
- 4-2.2 Apply divisibility rules for 2, 5, and 10.
- 4-2.3 Apply an algorithm to multiply whole numbers fluently.
- 4-2.4 Explain the effect on the product when one of the factors is changed.
- 4-2.5 Generate strategies to divide whole numbers by single-digit divisors.
- 4-2.6 Analyze the magnitude of digits through hundredths on the basis of their place value.
- 4-2.7 Compare decimals through hundredths by using the terms *is less than*, *is greater than*, and *is equal to* and the symbols  $<$ ,  $>$ , and  $=$ .
- 4-2.8 Apply strategies and procedures to find equivalent forms of fractions.
- 4-2.9 Compare the relative size of fractions to the benchmarks 0,  $\frac{1}{2}$ , and 1.
- 4-2.10 Identify the common fraction/decimal equivalents  $\frac{1}{2} = .5$ ,  $\frac{1}{4} = .25$ ,  $\frac{3}{4} = .75$ ,  $\frac{1}{3} \approx .33$ ,  $\frac{2}{3} \approx .67$ , multiples of  $\frac{1}{10}$ , and multiples of  $\frac{1}{100}$ .
- 4-2.11 Represent improper fractions, mixed numbers, and decimals.
- 4-2.12 Generate strategies to add and subtract decimals through hundredths.

## **EDUCATION OVERSIGHT COMMITTEE**

Subcommittee: **Academic Standards and Assessments**

Date: **May 21, 2007**

### **REPORT/RECOMMENDATION**

Standards cyclical review procedures

### **PURPOSE/AUTHORITY**

Section 59-18-360 of the Education Accountability Act requires the State Board of Education, in consultation with the Education Oversight Committee, to conduct a cyclical review of the state standards in the four academic areas by the year 2005 and at least every seven years thereafter. The review and revision process is outlined in the attached document.

### **CRITICAL FACTS**

The review and revision of the standards followed the Procedures for the Cyclical Review of Current South Carolina K-12 Academic Standards.

### **TIMELINE/REVIEW PROCESS**

Review Process was jointly developed by the staffs of the State Department of Education and the Education Oversight Committee in 2002. Revision of the procedures occurred following the review and revision of the science standards in 2006.

### **ECONOMIC IMPACT**

**Cost:** Fiscal impact not calculated

**Fund/Source:**

### **ACTION REQUEST**

☐ For approval

☒ For information

### **ACTION TAKEN**

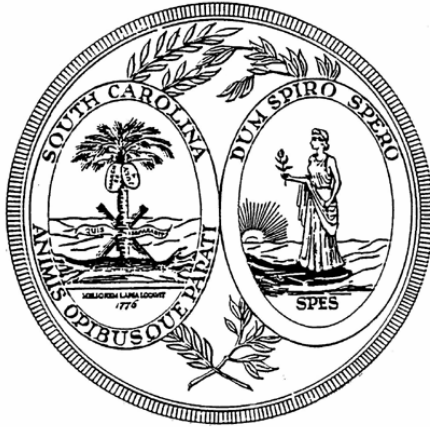
☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

# **Procedures for the Cyclical Review of Current South Carolina K–12 Academic Standards and for the Development of New Academic Standards**



**Jointly Developed by the Staffs of the  
South Carolina Department of Education  
and the  
Education Oversight Committee**

**Inez Moore Tenenbaum  
State Superintendent of Education**

**Jo Anne Anderson  
Executive Director, Education Oversight Committee**

**May 2002  
Revised October 2006**

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## Overview:

### The Nature and Purpose of South Carolina's Academic Standards

Beginning in 2004, the term for the state-approved expectations for student learning and academic performance in South Carolina was changed from *curriculum standards* to *academic standards*. In accordance with the South Carolina Education Accountability Act of 1998 (S.C. Code Ann. § 59-18-100), the State Department of Education (SDE) will provide a performance-based accountability system for students in public education that focuses on improving teaching and learning so that students are equipped with a strong academic foundation.

Academic standards are statements of the most important, consensually determined expectations for student learning in a particular discipline. Each of the newly revised South Carolina standards statements will be supported by specific instructional objectives called “indicators.” Specific statements of the content knowledge and skills that students need in order to meet the particular grade-level or high school core area standards are based on the cognitive process and knowledge dimensions of the revised Bloom’s taxonomy, a widely accepted system for aligning standards, instruction, and assessment that is set forth in *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*, edited by Lorin W. Anderson and David R. Krathwohl (New York: Allyn and Bacon, 2001).

The review and revision of South Carolina academic standards are conducted on the basis of criteria developed jointly by staff members of the SDE and the Education Oversight Committee (EOC). The criteria encompass the areas of comprehensiveness and balance, rigor, measurability, manageability, and organization and communication. As a distillation of those criteria, the following principles provide the foundation for the review and revision process:

- The standards define what all students should know and be able to do.
- The standards are aligned with national and world-class standards.
- The standards serve as the basis for decision making and educational policy development.
- The standards provide the foundation for the development of curricula.
- The standards serve as the basis for the development of objective and reliable statewide assessments.
- The content knowledge and skills described in the standards reflect the recognized essential concepts and basic knowledge of the particular discipline.
- The standards are clear, jargon free, appropriate for the particular grade level, complete, and comprehensible to all audiences: educators, policy makers, parents, students, and the general public.
- The standards are rigorous—that is, both demanding and precise, requiring students to master challenging intellectual content and processes—and include indicators that identify the cognitive process and knowledge dimensions from the revised Bloom’s taxonomy.
- The number and scope of the standards for each grade level ensure that they are manageable for teaching and student mastery within an academic year.

- The standards are written at a level of specificity that will best inform instruction, neither so narrow as to be trivial nor so broad as to be meaningless.
- The standards reflect an appropriate balance of content knowledge and skills.
- The standards are aligned across the grade levels for content knowledge and skill development.



## **I. Procedure for the Cyclical Review and Updating of the Core K–12 Academic Standards to Be Conducted Jointly by the EOC and the SDE**

The EOC and the SDE will jointly establish the schedule for the specific review activities and will jointly conduct the cyclical review of current K–12 academic standards in mathematics, English language arts, social studies, and science in accordance with South Carolina law (see the appendix for the relevant sections from the Education Accountability Act of 1998). When the time arrives for the review of the standards of one of these four disciplines, the following actions will be taken:

### **A. Review of Standards**

1. EOC and SDE staff will develop a timeline for the review, revision, and adoption of the standards under consideration.
2. The SDE will appoint a state panel to review the current standards. The panel will consist of state experts in the discipline under review as well as state experts in academic standards, testing, early childhood education, special education (students with disabilities), and English language learners (ELLs). EOC and SDE staff will be invited to attend all review panel meetings held by either the EOC or the SDE.
3. SDE staff will prepare a report on the findings of the state review panel and will share this report with EOC staff.
4. EOC staff will appoint three external review panels: one consisting of national educators and/or education groups and including experts in assessment; a second consisting of South Carolina parents, community leaders, and business leaders; and a third consisting of South Carolina special education teachers and teachers of ELLs.
5. The three EOC panels and the state panel will meet concurrently to examine the standards under review and report recommendations for needed revisions. SDE and EOC staff will be invited to all review team meetings held by the other agency.
6. EOC staff will prepare a report on the review of the standards by the three external EOC panels.
7. The EOC staff report, which will include recommendations for changes to the standards document, will be presented to the Academic Standards and Assessments (ASA) subcommittee of the EOC for approval.
8. After being approved by the ASA subcommittee, the EOC staff report will be presented to the full EOC for approval.
9. After the EOC report is approved by the full EOC, an official copy will be sent to the State Superintendent of Education and the chairperson of the State Board of Education (SBE).

## **B. Revision of Standards**

1. The SDE will develop the initial draft of revised standards on the basis of the current standards, the EOC-SDE criteria for academic standards, the SDE report, and the EOC report.
2. The SDE will identify an external organization to develop a draft of indicators based on the SDE draft of revised standards, the EOC-SDE criteria, the SDE report, and the EOC report.
3. The SDE's Office of Curriculum and Standards will coordinate the review/revision of the draft in consultation with other SDE offices as appropriate.
4. The SDE will prepare a field review version of the draft of revised standards.
5. The SDE will disseminate a draft of the revised standards to South Carolina educators for a field review period of forty-five to sixty days. SDE staff will also disseminate the draft to discipline-based focus groups, EOC-led panels, and others, through presentations and the SDE Web site.
6. The SDE will provide the SBE with an update on the progress of the standards revision and the field review.
7. The SDE will provide the ASA subcommittee of the EOC with an update on the progress of the standards revision and the field review.
8. After completing the field review, the SDE will coordinate any needed changes in the draft.

## **C. Approval of Standards**

1. The SDE will submit the proposed revised academic standards to the SBE for first-reading approval.
2. After receiving first-reading approval from the SBE, the proposed revised academic standards will be sent to the EOC for action. The ASA subcommittee of the EOC will then consider recommending approval or disapproval of the proposed standards as a whole document or in the following parts: K–2, 3–8, and individual high school courses.
3. After the ASA subcommittee makes its decision, that recommendation will be submitted to the full EOC for action. The full EOC can consider approval or disapproval of the proposed standards as a whole document or in the following parts: K–2, 3–8, and individual high school courses.
4. After the full EOC approves the proposed revised academic standards, they will be sent to the State Superintendent of Education and the chairperson of the SBE. The EOC will offer explanations regarding any portion of the standards that were not approved.
5. The proposed revised academic standards or portions thereof approved by the EOC will be published on the SDE Web site.

6. The EOC-approved revised academic standards will be submitted to the SBE for second-reading approval.
7. Any portion of the revised academic standards not approved by the EOC will be returned to the SDE and submitted to the SBE. The SBE will consider the disapproved standards and make recommendations for action.
8. The academic standards in effect at the beginning of the revision process will remain in effect until such time that the revised academic standards are approved by the EOC and the SBE.
9. Once the new academic standards are approved by the SBE and the EOC, they will be disseminated to South Carolina school personnel and school districts and will be published on the SDE Web site.

## Outline of the Procedure for the Cyclical Review and Updating of the Core K–12 Academic Standards

The SDE will appoint a panel to review the current standards and report recommendations for needed revisions. The panel will consist of state experts in the discipline under review as well as state experts in academic standards, testing, early childhood education, special education (students with disabilities), and ELLs.



The EOC will appoint three external panels (national education experts; parents and community/business leaders; and special education and ELL teachers) to review the current standards and report recommendations for needed revisions.



The EOC report of the three panels' recommendations will be presented to the ASA and then to the full EOC. The approved EOC report will be sent to State Superintendent of Education.



The SDE will develop an initial draft of the revised standards and will identify an external organization to develop a draft of indicators based on the SDE draft of revised standards, the EOC-SDE criteria, the SDE report, and the EOC report.



The SDE will coordinate the review/revision of the draft in consultation with other SDE offices as appropriate and will prepare a field review draft.



The SDE will disseminate a draft of the revised standards to educators for a statewide field review period of forty-five to sixty days and will also disseminate the draft to discipline-based focus groups, EOC-led panels, and others, through presentations and the SDE Web site. The SDE will provide the SBE and the ASA subcommittee of the EOC with an update on the progress of the standards revision and the field review.



The SDE will make final changes to the proposed standards on the basis of the field review.



### FIRST READING

The proposed standards will be presented to the SBE for approval and will be published on the SDE Web site.



After receiving first-reading approval by the SBE, the proposed standards will be presented to the EOC for approval. Proposed standards not receiving approval will be returned to the SDE and the SBE for action.



### SECOND READING

The proposed standards approved by the EOC will be presented to the SBE for approval. Upon receiving SBE approval, the standards will be disseminated to the public.

## **II. Procedure for the Development of New Academic Standards to Be Conducted Jointly by the EOC and the SDE**

The EOC and the SDE will jointly establish the schedule for the specific activities and will jointly conduct the development of new academic standards in accordance with South Carolina law. The following actions will be taken:

### **A. Development of Standards**

The SDE either (a) will appoint a state team—which may include experts in the discipline under review as well as experts in testing, special education (students with disabilities), ELLs, and/or early childhood education—to develop a draft of new standards and indicators or (b) will identify an external organization to develop a draft of new standards and indicators. The EOC-SDE criteria for academic standards will be used by the state team/external organization to develop the academic standards.

### **B. Review of Standards**

1. The EOC will appoint three external review panels: one consisting of national educators and/or education groups and including experts in assessment; a second consisting of South Carolina parents, community leaders, and business leaders; and a third consisting of South Carolina special education teachers and teachers of ELLs.
2. The three EOC panels will review the draft of new standards and indicators and will report their recommendations for needed revisions. SDE and EOC staff will be invited to all review panel and team meetings held by the other agency.
3. EOC staff will prepare a report on the review of the new standards by the three external panels.
4. The EOC staff report, including recommendations for changes to the new standards, will be presented to the ASA subcommittee of the EOC for approval.
5. After being approved by the ASA subcommittee, the EOC report will be presented to the full EOC for approval.
6. After the EOC report is approved by the full EOC, an official copy will be sent to the State Superintendent of Education and the chairperson of the SBE.

### **C. Revision of Standards**

1. The SDE will coordinate the review/revision of the draft in consultation with other SDE offices as appropriate.
2. The SDE will prepare a field review version of the new standards draft.
3. The SDE will disseminate the draft of the new standards to South Carolina educators for a field review period of forty-five to sixty days. SDE staff will also disseminate the draft to discipline-based focus groups, EOC-led panels, and others, through presentations and the SDE Web site. The SDE will provide the SBE and the ASA subcommittee of the EOC an update on the progress of the standards development and the field review.
4. The SDE will make final changes to the draft of the new standards on the basis of the field review.

#### **D. Approval of Standards**

1. The SDE will submit the proposed new academic standards to the SBE for first-reading approval.
2. After receiving SBE first-reading approval, the proposed new academic standards will be sent to the EOC for action. The ASA subcommittee of the EOC will then consider recommending to the full EOC the approval or disapproval of the proposed standards.
3. After being approved or disapproved by the ASA subcommittee, the proposed new academic standards will be submitted to the full EOC for action.
4. After the full EOC approves the proposed new standards, they will be sent to the State Superintendent of Education and the chairperson of the SBE. The EOC will provide explanations as to why any new standards were not approved.
5. The proposed new academic standards approved by the EOC will be published on the SDE Web site.
6. The EOC-approved new academic standards will be submitted to the SBE for second-reading approval.
7. Standards not approved by the EOC will be reviewed by the SDE and submitted to the SBE for additional action.
8. Once the new academic standards are approved by the SBE and the EOC, they will be disseminated to South Carolina school personnel and school districts and published on the SDE Web site.

## Outline of the Procedure for the Development of New Core K–12 Academic Standards

The SDE either (a) will appoint a state team—which may include experts in the discipline under review as well as experts in testing, special education (students with disabilities), ELLs, and/or early childhood education—to develop a draft of new standards and indicators or (b) will identify an external organization to develop a draft of new standards and indicators.



The EOC will appoint national, parent/community/business, and special education/ELL panels to review the new standards and will develop a report of recommendations for needed revisions.



The EOC report on the three panels' recommendations regarding the new standards will be presented to the ASA subcommittee and then to the full EOC for approval. The approved EOC review report will then be sent to the State Superintendent of Education and to the chairperson of the SBE.



SDE staff will coordinate the review/revision of the draft as appropriate and will prepare a field review version of the new standards draft.



The SDE will disseminate the draft of the new standards to districts and schools for a statewide field review period of forty-five to sixty days and will also disseminate the draft to discipline-based focus groups, EOC-led panels, and others, through presentations and the SDE Web site. The SDE will provide to the SBE and the ASA subcommittee an update on the progress of the standards development and the field review.



The SDE will make the final changes to the draft of the new standards on the basis of the field review.



### **FIRST READING**

The proposed new standards will be presented to the SBE for approval and will be published on the SDE Web site.



The proposed new standards will be presented to the EOC for approval. Proposed standards not receiving approval will be returned to the SDE and the SBE for action.



### **SECOND READING**

The proposed standards approved by the EOC will be presented to the SBE for approval. Upon receiving SBE approval, the standards will be disseminated to the public.

### **III. Procedure for the Cyclical Review and Updating of Other K–12 Academic Standards to Be Conducted by the SDE**

The SDE is responsible for conducting the cyclical review and updating of K–12 academic standards in visual and performing arts, foreign languages, physical education, and health and safety education. SDE staff will determine when the current standards in these disciplines are to be reviewed and revised and will establish a schedule for the specific review activities. When the time arrives for the review of the standards for one of these four disciplines, the SDE will notify the EOC, for information purposes only, that the revision process is beginning and the following actions will occur:

#### **A. Review of Standards**

The SDE will appoint a state panel to review the standards and recommend specific revisions. The panel will consist of state experts in the discipline under review as well as state experts in academic standards, testing, early childhood education, special education (students with disabilities), and ELLs.

#### **B. Revision of Standards**

1. The SDE either (a) will appoint a state team—which may include experts in the discipline under review as well as experts in testing, special education (students with disabilities), ELLs, and/or early childhood education—to develop a draft of revised standards and indicators or (b) will identify an external organization to develop a draft of revised standards and indicators. The EOC-SDE criteria for academic standards will be used by the state team/external organization.
2. The SDE’s Office of Curriculum and Standards will coordinate the review/revision of the draft in consultation with other SDE offices as appropriate.
3. The SDE will prepare a field review version of the revised standards, which will be disseminated to South Carolina educators for a review period of forty-five to sixty days. The field review draft of the standards will also be disseminated through the SDE Web site and through presentations to discipline-based focus groups. The SDE will provide the SBE with an update on the progress of the standards revision and the field review.
4. The SDE will make the final changes to the revised standards draft on the basis of the field review.

#### **C. Approval of Standards**

1. The SDE will submit the proposed revised academic standards to the SBE for first-reading approval.
2. After receiving SBE first-reading approval, the proposed revised academic standards will be published on the SDE Web site and will be submitted to the SBE for second-reading approval.
3. After receiving SBE second-reading approval, the newly adopted academic standards will be disseminated to school districts statewide and will be published on the SDE Web site. For information purposes only, the SDE will notify the EOC that the revision process has been completed.



## Outline of the Procedure for the Review and Updating of Other K–12 Academic Standards

The SDE will appoint a state panel to review the current standards and report recommendations for needed revisions. The panel will consist of state experts in the discipline under review as well as state experts in academic standards, testing, early childhood education, special education (students with disabilities), and ELLs.



The SDE either (a) will appoint a development team to revise the standards and indicators or (b) will identify an external organization to develop a draft of the revised standards and indicators based on the generic specifications and the state panel report.



The SDE will coordinate the review/revision of the draft in consultation with other SDE offices as appropriate and will prepare a field review version of the revised standards.



The draft of the revised standards will be sent to districts and schools statewide and disseminated through the SDE Web site and through presentations to discipline-based focus groups for a field review period of forty-five to sixty days and an update will be presented to the SBE.



The SDE will make the final changes to the draft of the revised standards on the basis of the field review.



### FIRST READING

The proposed revised academic standards will be presented to the SBE for approval.



### SECOND READING

The proposed revised academic standards will be presented to the SBE for approval. Upon receiving SBE approval, the standards will be disseminated to the public. For information purposes only, the SDE will notify the EOC that the revision process has been completed.

## APPENDIX

### Key Passages in the Education Accountability Act

#### Article 1 General Provisions

**SECTION 59-18-100.** Performance based accountability system for public education established; “accountability” defined.

The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.

**SECTION 59-18-110.** Objectives.

The system is to:

- (1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
- (2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
- (3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
- (4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
- (5) support professional development as integral to improvement and to the actual work of teachers and school staff; and
- (6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

**SECTION 59-18-120.** Definitions.

As used in this chapter: . . .

- (6) “Academic achievement standards” means statements of expectations for student learning.



Article 3  
Academic Standards and Assessments

**SECTION 59-18-300.** Adoption of educational standards in core academic areas.

The State Board of Education is directed to adopt grade specific performance-oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography), and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for benchmark courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to:

- (1) read, view, and listen to complex information in the English language;
- (2) write and speak effectively in the English language;
- (3) solve problems by applying mathematics;
- (4) conduct research and communicate findings;
- (5) understand and apply scientific concepts;
- (6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and
- (7) use information to make decisions.

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

**SECTION 59-18-310.** Development or adoption of statewide assessment program to measure student performance.

(B) The statewide assessment program in the four academic areas shall include grades three through eight, an exit examination which is to be first administered in grade ten, and end of course tests for gateway courses in English/language arts, mathematics, science, and social studies for grades nine through twelve.

(C) While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages, visual and performing arts, health, physical education, and career/occupational programs.



**SECTION 59-18-320.** . . . adoption of new standards.

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education, must be developed and adopted upon the advice and consent of the Education Oversight Committee.



**SECTION 59-18-360.** Cyclical review of state standards and assessments by academic area.

The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, must examine the standards and assessment system to determine rigor and relevancy.

# **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee: Academic Standards and Assessments**

**Date: May 21, 2007**

## **REPORT/RECOMMENDATION**

Cyclical Review of PACT English Language Arts (ELA) and Mathematics

## **PURPOSE/AUTHORITY**

Section 59-18-310 (A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students need additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. Section 59-18-310 (B) The statewide assessment program in the four academic areas must include grades three through eight, an exit examination in English/language arts and mathematics, which is to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded Carnegie units of credit in English/language arts, mathematics, science, and social studies. Section 59-18-360 (A): The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

## **CRITICAL FACTS**

The PACT ELA and Math assessments were first administered in Spring 1999. The tests are used to report student achievement on the state academic standards to parents and educators and are used for both the state and federal accountability systems. The assessments are to be reviewed on a seven-year cycle.

## **TIMELINE/REVIEW PROCESS**

February 2005: Testing Task Force makes short- and long-term recommendations regarding PACT ELA and Math assessments. June 2005: SDE and EOC staff outline components of cyclical review of PACT ELA and Math. 2005-2006: SDE conducts studies regarding improved reporting of PACT results; reporting strand-level results; vertically equating PACT ELA and Math scores; eliminating constructed response questions; and oral administration of grade 3 tests. March-May, 2007: SDE summarizes studies for report; EOC and SDE staff make recommendations.

## **ECONOMIC IMPACT**

**Cost:** No additional funds above current appropriations

**Fund/Source:**

**ACTION REQUEST**

☐ For approval

☒ For information

**ACTION TAKEN**

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

## The State of South Carolina



### MEMORANDUM

TO: Members of the Academic Standards and Assessments Subcommittee,  
Education Oversight Committee

FROM: Teri Siskind  
Deputy Superintendent for Curriculum Services and Assessment  
SC Department of Education

David Potter  
Director of Research  
Division of Accountability, Education Oversight Committee

DATE: May 21, 2007

SUBJECT: Cyclical Review of PACT ELA and Mathematics Assessments

The Education Accountability Act of 1998 (EAA) provides for the establishment of tests based on the state academic standards in English Language Arts (ELA), Mathematics, Science and Social Studies (Section 59-18-310). The EAA in Section 59-18-360 (A) also establishes a cyclical review every seven years of the academic standards and the standards based assessments: "The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy." This memorandum and the attached materials present the results and recommendations from the cyclical review of the Palmetto Challenge Achievement Test (PACT) assessments in ELA and Mathematics.

The content for the cyclical review of PACT ELA and Mathematics was established through several meetings of EOC and State Department of Education (SDE) staff members. Many of the issues studied for the review were identified in the February 2005 report of the Testing Task Force. The following issues were studied for the review:

1. Study the elimination of PACT Mathematics and ELA, grades 1 and 2;

2. Study the feasibility of equating Algebra 1 and English 1 End of Course tests to grade level PACT in Mathematics and ELA;
3. Review the Advanced and Proficient levels of PACT Mathematics and ELA;
4. Study the design of score reports to improve reporting of PACT ELA and Mathematics results;
5. Study the feasibility of reporting PACT ELA and Mathematics results at the strand level;
6. Study the effects of the oral administration of grade 3 tests on performance;
7. Study the feasibility of vertically equating PACT Mathematics and ELA scores;
8. Conduct a controlled cost and program effectiveness study of the State's readiness for online administration of PACT Mathematics and ELA;
9. Study the elimination of Constructed Response items on PACT Mathematics and ELA.

All but one of the studies listed above were conducted either by SDE staff or by outside consultants or organizations, including testing contractors. The review of PACT ELA and Mathematics Proficient and Advanced standards (number 3 in the list of issues above) was conducted by EOC staff. A report summarizing the findings of the studies is attached in the Appendix to this memorandum. Copies of the studies are available on the Education Oversight Committee web site ([eoc.sc.gov](http://eoc.sc.gov)).

Two recommendations arise from the cyclical review.

### **Recommendation 1**

**Revise the current PACT ELA assessments to improve the precision of the "Advanced" cut scores to better distinguish performance at the two higher performance levels. This recommendation should be implemented for the Spring 2008 administration of the PACT ELA tests. Revising the assessment to improve the precision of Advanced cut scores will not affect the percentages of students scoring at the Proficient level or higher.**

This recommendation is based on a review of the PACT ELA assessment results and technical characteristics and on the recommendations of two groups which have studied the issue. New ELA assessments may be administered in Spring 2009 and new standards would be set on the tests following that administration. The current PACT would continue in use for the 2007 and 2008 administrations. Thus, revisions to the PACT ELA tests to improve the precision of the Advanced cut scores may apply only to scores from a single administration - the 2008 administration. The implementation of this recommendation may not be cost effective if the PACT ELA tests are administered for only one more year.

- The empirical review of statewide data found that over the seven years 1999-2005 the average percentage of students scoring Advanced in ELA ranged from 1.9% in grade 5 to 5.3% in grade 3. This contrasts with PACT Mathematics results over the same period, in which the percent of students Advanced ranged from 6.6% in grade 8 to 11.4% in grade 4. The average number of students



statewide scoring Advanced in ELA across the years ranged from 918 in grade 5 to 2,596 in grade 3, compared to a range in Mathematics from 3,202 in grade 8 to 5,695 in grade 4. While one might not expect the ELA and Mathematics percentages of students Advanced to be identical, there is a wide gap between the two subject areas and it is difficult for students to score at the Advanced level in ELA.

- A review of the extent to which students who score at the Advanced level in ELA and Mathematics maintain that performance level in the subsequent year of testing was conducted based on longitudinally matched data. The review found that students initially scoring Advanced in Mathematics were more likely to score Advanced on the following year's test than students scoring Advanced in ELA. There was also wider variation between grade levels in ELA than in Mathematics in the percentages of students who maintain their Advanced performance level from year to year. This suggests that the Advanced cut scores are not as well aligned from grade to grade in ELA as in Mathematics.
- A review of the Conditional Standard Errors of Measurement (CSEM) at the Advanced performance levels for ELA and Mathematics found that the largest CSEM over the six years between 2000 and 2005 was at grade 5 in ELA, and that the CSEMs in ELA were generally larger in ELA than in Mathematics. The CSEM provides an index of the reliability or accuracy of a given score on a test: the smaller the CSEM for a test score, the more reliable that score is. This review suggests that the Advanced cut scores in ELA are less reliable than those in Mathematics.
- After reviewing data at their February 2007 meeting, the National Technical Advisory Committee to the EOC Division of Accountability indicated that the Advanced cut point in PACT ELA should be studied, noting its extreme difficulty.
- The Testing Task Force, in its February 2005 final report, also expressed concerns about the ELA Advanced scores, stating in its recommendations that, "Currently, the Advanced level of the test needs the most attention, particularly in English Language Arts" (p. 9, Testing Task Force, 2005).

## **Recommendation 2**

**Develop or adopt new standards based assessments of ELA and Mathematics for grades 3 through 8 to replace the current PACT. The new tests must meet the criteria for technical quality, proficiency level expectations, and reporting called for in the Education Accountability Act and No Child Left Behind and must be designed to provide appropriate information to meet the requirements of the state and federal accountability systems. The design of the new tests should facilitate the measurement of student growth over time as well as student performance at the end of each grade level. The new tests should reflect improvements and current best practices in test design, administration, and reporting of results, including the appropriate use of technology. The new tests should first be administered no later than Spring 2011.**

This recommendation is based on the following findings:

- This is an appropriate time to make changes to the testing program.
  - ✓ PACT ELA and Mathematics tests were first administered in 1999. Spring 2007 testing marks their ninth year of use, and, if PACT is not replaced by then, by 2011 the tests will have been administered for 13 years. Because of changes to academic content standards and concerns about security of items which have been in use over an extended period of time, state tests often are changed by the time they reach the age of the current PACT ELA and Mathematics tests.
  - ✓ The adoption of revised academic standards for ELA and Mathematics in 2007 will require the revision of the standards based tests aligned with those standards, so this is a good time to develop or adopt new tests based on those revised academic standards.
  - ✓ The current adoption by states of more extensive use of technology such as computers and the internet in their testing programs for administration, scoring, and reporting represents the future of large scale assessment. As stated by the Testing Task Force in its 2005 report, "The future of assessment is computerized. The state should position itself to administer and score all assessments electronically" (page 3). A study of computer-based testing is currently underway and recommendations will be made in June.
- Development or adoption of new tests is needed to deal with the perceived shortcomings of the current PACT ELA and Mathematics tests.
  - ✓ Reporting of results: The cyclical review of reports on studies to provide strand-level information from PACT ELA and Mathematics indicate that the tests are not designed to provide this information and thus there is insufficient information for some strands to provide accurate measures of strand-level performance. The EAA requires that the accountability assessment results be reported in a manner that is useful for curriculum review and adjustment of instruction and in a format easily understood by families, educators, and the public. The EAA directs, "The Department of Education is directed to provide assessment results annually on individual students and schools in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement." (Section 59-18-370). The new tests should be designed to provide useful information for instructional use by teachers and administrators and for evaluation by parents of their children's achievement.
  - ✓ Measurement of student growth in achievement: The state report card Improvement Rating is required by the EAA to be based on individual student growth relative to the academic standards based on longitudinally matched test data. Currently, the federal government is investigating the use of student academic growth models for calculating Adequate Yearly Progress (AYP). The reports on studies of vertically scaling PACT ELA and Mathematics reviewed for the cyclical review indicate that the PACT tests cannot provide a vertical scale of sufficient reliability at the scale score level

to make accurate evaluations of individual student growth in achievement from year to year. However, ELA and Mathematics tests which support accurate and meaningful evaluations of student growth would be desirable both for instructional and accountability use. In developing new tests a solution should be sought to the problem of establishing meaningful growth measures.

The PACT ELA and Mathematics tests have served their purpose well as an accountability measure but have limitations with respect to the reporting of strand level results and the measurement of student academic growth. These concerns coupled with the adoption of new academic content standards make this an opportune time to move testing in South Carolina to the next generation of testing.

**APPENDIX**  
**Cyclical Review of PACT English Language Arts**  
**And Mathematics Assessments**  
**May 2007**

Section 59-18-320 of the Education Accountability Act charges the Education Oversight Committee (EOC) with the review of the assessments in the statewide assessment program for alignment, level of difficulty and validity, and for the ability to differentiate levels of achievement. Section 59-18-360 indicates that the State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review of assessments. The State Department of Education and the Accountability Division of the EOC conducted a series of meetings and determined that the cyclical review of assessments would address the areas presented in this report. Reports cited in this review are listed at the end of the section and are available on the Education Oversight Committee web site (eoc.sc.gov).

**Elimination of PACT mathematics and ELA for grades 1 and 2**

The Palmetto Achievement Challenge Tests (PACT) in mathematics and English language arts (ELA) for grades 1 and 2 were originally developed for use by districts. A state proviso established off-grade-level testing which permitted students with Individual Education Programs (IEPs) to take tests consonant with their instructional level. Hence, an eighth grade student who was being instructed at a fifth grade level was tested with a fifth grade test if designated by his IEP team.

Since South Carolina had tests in mathematics and ELA for grades 1 and 2, the state permitted the use of these tests as off-grade-level tests even though the lowest grade level in the statewide assessment program was grade 3. Over time, the state development cycle included these off-grade-level tests in grades 1 and 2, used only for a small number of students.

Several initiatives converged to result in the elimination of PACT in grades 1 and 2. There was growing concern about the extension of off-grade-level testing beyond the parameters of the statewide testing program. Many off-grade-level tested students took the grades 1 and 2 tests even when they reached middle-school age.

Not only was the context not age-appropriate, there was concern about the content expectations established by these lower-grade level tests.

In addition, the Testing Task Force established in 2004 was charged with reviewing the costs of the testing program. Off-grade-level testing for grades 1 and 2 cost about \$500,000 per year. Simultaneously, through provisions of No Child Left Behind, off-grade-level testing was being discouraged. Students tested off-grade-level could not be considered as tested for accountability purposes. After a two-year phase out, off-grade-level testing was discontinued for the 2006–07 school year.

### **Equating Algebra 1 and English 1 end-of-course tests to PACT**

Students taking Algebra 1 and English 1 for credit are required to participate in the end-of-course examination program (EOCEP). Some students in middle school (predominantly eighth grade) take these courses and the required examinations. EOCEP is administered at the end of the course and PACT is administered at the end of the school year; therefore, some middle school students were required to participate in both testing programs within a few weeks. In an attempt to reduce the amount of testing, the Testing Task Force recommended that the Department review the tests to determine whether EOCEP and PACT could be "equated" for these two subjects.

The attached reports, "Investigating the Projection of PACT Scores from EOCEP," are based on 2004 test data. The reports were presented to the South Carolina Technical Advisory Committee in 2005 along with 2005 test data. Although the TAC "expressed some sentiment to provide relief to middle school students who are double tested" (TAC Proceedings 2005), there was no statistical justification for projecting PACT scores on the basis of EOCEP alone. There was also some concern for "equating" the subject matter of the corollary tests.

Reports:

*Investigating the Projection of PACT Scores from EOCEP (ELA), 2005*

*Investigating the Projection of PACT Scores from EOCEP (Math), 2005*

### **Advanced and Proficient Levels on PACT**

The Testing Task Force, in its February 2005 final report, expressed concerns about the Proficient and Advanced performance cut scores on PACT ELA and Math. The group was particularly concerned about the ELA Advanced scores, stating in its recommendations that, "Currently, the Advanced level of the test needs the most attention, particularly in English Language Arts" (p. 9, Testing Task Force, 2005).

The review of PACT ELA and Mathematics Proficient and Advanced standards was conducted by EOC staff. The results of that review are presented in their entirety in this document.

Several independent studies have found the PACT ELA and Mathematics Proficiency performance standards to be generally well aligned with the performance standards

of the National Assessment of Educational Progress (NAEP). South Carolina has been recognized for these high ELA and Mathematics proficiency standards in national studies reported in the journal *Education Next* and by the group The Education Trust.

The relationships between PACT ELA performance standards and NAEP Reading performance standards are illustrated in Figures 1 – 4 (page 14). Figures 1 and 2 show the percentages of South Carolina 4<sup>th</sup> graders (Figure 1) and 8<sup>th</sup> graders (Figure 2) who scored at the Proficient level or higher on NAEP and PACT for the years 2002 through 2005 (the most recent year data are available). The performance of all students nationally on NAEP is also shown on all figures to provide a comparison. At both the 4<sup>th</sup> and 8<sup>th</sup> grade levels the performance at the Proficient level of South Carolina students on NAEP Reading was lower than all students nationally. At the 8<sup>th</sup> grade the percentages of South Carolina students scoring Proficient or higher on PACT ELA was similar to the performance of students nationally on NAEP, but at the 4<sup>th</sup> grade level South Carolina students consistently scored higher on PACT than they did on NAEP, suggesting that the PACT Proficient standard was somewhat lower than the NAEP standard. Figures 3 and 4 illustrate the percentages of students who fail to meet the minimal performance standard (Basic) on NAEP and PACT. At the 8<sup>th</sup> grade (Figure 4) the percentages of South Carolina students who fail to meet the Basic standard are similar on both PACT and NAEP, but at the 4<sup>th</sup> grade (Figure 3) many more South Carolina students fail to meet the Basic standard on NAEP than on PACT, indicating that the grade 4 PACT Basic standard is easier than the NAEP Basic standard. This raises the question whether the grade 4 PACT is under-identifying students whose performance is low enough (Below Basic) that they need academic assistance in reading. However, the interpretation of these findings is complicated by the fact that NAEP is a test of reading, while PACT ELA tests reading, writing, and reference skills. Perhaps the relatively higher performance at the Basic level of 4<sup>th</sup> grade students on PACT compared to NAEP reading reflects their higher levels of writing and reference skills compared to their reading skills.

NAEP and PACT Mathematics performance is shown in Figures 5 – 8 (page 15). The data in these figures indicate that PACT Mathematics Proficient and Basic performance standards at both the 4<sup>th</sup> and 8<sup>th</sup> grade levels are well aligned with NAEP Mathematics standards. A close alignment with NAEP performance

expectations in both ELA and Mathematics is necessary for SC to align its educational reforms to national standards and to measure its progress toward meeting those standards.

An empirical review of statewide PACT ELA and Mathematics data by Education Oversight Committee staff found that over the seven years 1999-2005 the average percentage of students scoring Advanced in ELA ranged from 1.9% in grade 5 to 5.3% in grade 3 (see Table 1). This contrasts with PACT Mathematics results over the same period, in which the percent Advanced ranged from 6.6% in grade 8 to 11.4% in grade 4 (Table 2). The average yearly number of students statewide scoring Advanced in ELA ranged from 918 in grade 5 to 2,596 in grade 3, compared to a range in Mathematics from 3,202 in grade 8 to 5,695 in grade 4. While one might not expect the ELA and Mathematics percentages of students Advanced to be identical, there is a wide gap between the two subject areas and it is extraordinarily difficult for students to score at the Advanced level in ELA.

**Table 1**  
**Average Percentages and Numbers Proficient or Advanced Over Seven Years**  
**PACT ELA, Years 1999 Through 2005**

<b>Grade</b>	<b>Average Number Tested</b>	<b>Average Percent Proficient</b>	<b>Average Number Proficient</b>	<b>Average Percent Advanced</b>	<b>Average Number Advanced</b>
<b>3</b>	48,693	38.7	18,837	5.3	2,596
<b>4</b>	49,157	32.2	15,780	2.6	1,284
<b>5</b>	49,394	24.4	12,033	1.9	918
<b>6</b>	49,916	24.2	12,070	4.9	2,456
<b>7</b>	49,922	22.5	11,251	3.1	1,565
<b>8</b>	48,561	20.9	10,147	3.7	1,808

Source: *Technical Documentation for the 2005 Palmetto Achievement Challenge Tests of English Language Arts, Mathematics, Science, and Social Studies*, SC Department of Education



**Table 2**  
**Average Percentages and Numbers Proficient or Advanced Over Seven Years**  
**PACT Math, Years 1999 Through 2005**

<b>Grade</b>	<b>Average Number Tested</b>	<b>Average Percent Proficient</b>	<b>Average Number Proficient</b>	<b>Average Percent Advanced</b>	<b>Average Number Advanced</b>
<b>3</b>	49,852	18.5	9,161	10.4	5,132
<b>4</b>	49,934	19.0	9,492	11.4	5,695
<b>5</b>	49,826	16.3	8,107	10.1	5,026
<b>6</b>	50,470	19.1	9,632	11.0	5,531
<b>7</b>	50,341	15.1	7,620	11.3	5,692
<b>8</b>	48,790	13.1	6,403	6.6	3,202

Source: *Technical Documentation for the 2005 Palmetto Achievement Challenge Tests of English Language Arts, Mathematics, Science, and Social Studies*, SC Department of Education

A review of the extent to which students who score at the Advanced level in ELA and Mathematics maintain that performance level in the subsequent year of testing was conducted based on longitudinally matched data. The review found that students initially scoring Advanced in Mathematics in most grade levels were more likely to score Advanced on the following year's test than students scoring Advanced in ELA (see Figures 9 and 10, pp. 16-17). There was also wider variation between grade levels in ELA than in Mathematics in the percentages of students who maintain their Advanced performance level from year to year. This suggests that the Advanced cut scores are not as well aligned from grade to grade in ELA as in Math.

A review of the Conditional Standard Errors of Measurement (CSEM) at the Advanced performance levels for ELA and Mathematics found that the largest CSEM over the six years between 2000 and 2005 was at grade 5 in ELA, and that the CSEMs in ELA were generally larger in ELA than in Mathematics (Tables 3 and 4). The CSEM provides an index of the reliability or accuracy of a given score on a test: the smaller the CSEM for a test score, the more reliable that score is. This review suggests that the Advanced cut scores in ELA are less reliable than those in Math.

**Table 3**  
**PACT ELA Conditional Standard Errors of Measurement (CSEM)**  
**At Advanced Cut Score**

<b>Grade</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>3</b>	4.96	9.1	9.1	8.4	8.0	8.0	7.3
<b>4</b>	4.98	9.6	7.3	8.1	9.0	8.6	9.2
<b>5</b>	5.29	9.6	11.0	10.6	10.0	10.5	11.2
<b>6</b>	3.92	5.4	5.4	5.7	6.0	6.5	6.4
<b>7</b>	3.88	6.5	5.7	6.0	6.0	6.2	6.2
<b>8</b>	3.18	5.2	5.2	5.5	5.4	5.9	5.8

Source: Technical Documentation Reports for the 1999, 2000, 2001, 2002, 2003, and 2005 Palmetto Achievement Challenge Tests, SC Department of Education

**Table 4**  
**PACT Mathematics Conditional Standard Errors of Measurement (CSEM)**  
**At Advanced Cut Score**

<b>Grade</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>3</b>	4.53	7.0	7.7	8.0	7.2	7.9	7.6
<b>4</b>	4.27	6.7	7.7	7.3	6.5	7.3	6.9
<b>5</b>	4.84	7.0	7.9	6.8	6.8	6.7	7.0
<b>6</b>	3.83	5.6	5.8	5.6	6.0	5.6	5.7
<b>7</b>	3.62	5.2	5.5	5.2	5.0	5.1	5.2
<b>8</b>	3.05	5.0	5.0	4.9	5.3	5.3	5.1

Source: Technical Documentation Reports for the 1999, 2000, 2001, 2002, 2003, and 2005 Palmetto Achievement Challenge Tests, SC Department of Education

After reviewing data at their February 2007 meeting, the National Technical Advisory Committee to the EOC Division of Accountability indicated that the Advanced cut point in PACT ELA should be studied and, if the test were to continue in use for several more years, should be revised as soon as possible.

Reference:

*Final Report of SC Task Force on Testing*, February 14, 2005.

### **Instructional Level Information for PACT**

Designed as accountability measures, the Palmetto Achievement Challenge Tests were constructed to provide information about each student's performance in ELA, mathematics, science and social studies while minimizing test burden. PACT is administered at the end of the school year, based on requests from district instructional personnel. Though not timed, the typical completion is well under two hours per test day (ranging from 50 to 110 minutes depending upon the grade and subject area).

During the initial years of PACT administration, the state provided "instructional level information." After a couple of years, the Department became concerned about the accuracy of this information and discontinued its production with exceptions justified by data (Reading and Writing). Instructional level information is sought by educators, and the Department has conducted a number of studies over the years to determine whether and how this information could be provided. The analyses are summarized in two reports: "Strand Level Information from PACT Tests" and "An Analysis of Item Mapping and Test Reporting Strategies."

It is worthwhile to note that the Department does provide detailed Descriptions of Achievement Levels (see the report, *Performance-Level Descriptors for the Palmetto Achievement Challenge Tests*, 2005).

Reports:

*An Analysis of Item Mapping and Test Reporting Strategies*, 2003

*Strand Level Information from PACT Tests*, 2007

### **Oral Administration of PACT for Grade 3**

Unlike other states, South Carolina has required teachers to read aloud the third grade tests for mathematics, science and social studies. While some educators advocate "read aloud" as appropriate for third grade children, other educators express concern about this practice. The Department studied the impact of "read aloud" as part of the 2006 field test administration and the results are summarized in "PACT Grade 3 "Read Aloud" Study."

Due to a change in law, the 2007 administration of PACT will sample students tested in science and social studies at all but two grades. Because approximately half of the third grade students within each school will take science tests and approximately half will take social studies tests, "read aloud" became a particular interest due to logistical concerns. While students in upper grades will not require separation for test administration of science and social studies tests, third grade students taking the science test cannot be tested in the same classroom as third grade students taking the social studies tests. In September, the director of the Office of Assessment polled test directors in other states about their practices of administration for grade 3. Twenty-six responses were received and represented 27 states and the Department of Defense Schools. None of the respondents requires or permits "read aloud" as a general practice.

Based on the findings of the study and the survey, the Department has determined that it will not discontinue "read aloud" at grade 3 until the testing program is revised to reflect the new academic content standards accompanied by setting of achievement levels. "Read aloud" is distinguished from oral administration in South Carolina. Oral administration, which is standardized, is an accommodation permitted for students with disabilities as designated in their IEPs. Oral administration will not be discontinued, as warranted, for these students.

Report:

*PACT Grade 3 "Read Aloud" Study, 2006*

### **Vertical Scaling for PACT**

From their inception, each of the PACT grades has been scaled separately. Vertically moderated standards were developed, permitting the assumption that achievement levels could be compared across grade levels. For example, the vertically moderated standards allow comparisons of the percentage of students scoring "Basic" in grade 4 and the percentage of students scoring "Basic" in grade 5. With vertically moderated standards, equal weighting of achievement levels across grade levels is justifiable.

Given the requirements of state and federal accountability legislation,

however, there has been interest in vertical calibration and/or scaling of PACT over time. Discussions of vertical calibration of PACT tend to focus on the subjects of English language arts (ELA) and mathematics. These subjects tend to build on similar content from year to year. Science and social studies curricula often vary a great deal from year to year. While sixth-grade ELA may involve a more detailed and sophisticated version of grade five ELA, sixth-grade social studies may be centered on geography, while fifth-grade social studies deals with world history. The common calibration of such diverse subject matter might be theoretically possible, but it would be based more on underlying ability than on common subject matter.

The Office of Assessment has conducted or sponsored several investigations of vertical scaling for PACT ELA and mathematics. The TAC was consulted in 2001 regarding the design of the first linking study. At that time, the TAC advised focusing on adjacent level links and advised that “even without a common scale” predictions could be made. The 2001 TAC proceedings address the equating topic:

Aside from the technical requirements for equating, several other issues arose that are related to the topic. First among those was the meaning of the scores. For example, a third and an eighth grader with the same mathematics score are very unlikely to share the same underlying mathematical thought patterns, but the score would suggest that they are alike. One panel member suggested calling the process “calibrating” as opposed to “equating” as a way of avoiding the assumption that same scores from different grade levels represent equal capabilities on the part of the students.

In an analysis of data from the spring 2001 PACT administration, Engce, et al. (2001), concluded that a multi-step linking process could be used satisfactorily for ELA and mathematics. Hermann (2005) used similar methodology to analyze data gathered during the spring 2003 PACT administration. This paper provided linking data without offering any evaluative judgment as to how well the process worked. Later, Cohen, et al. (2006) looked at the 2003 data more critically. They concluded that, if PACT tests in ELA and mathematics are vertically calibrated, “Policymakers should

expect fluctuations in growth estimates.... Typical fluctuations may be as small as about 1/6 of one year's average growth, or as high as ½ or even 2/3 of one year's average growth." They also thought that there might be "greater volatility in growth rates at lower levels of aggregation."

Data from these studies were presented to the TAC in 2005. TAC members acknowledged the potential benefits of a vertical scale for some purposes (measuring growth, accountability, and evaluation), but cautioned that it would further complicate the system

From the schools' perspective, the current rating system, in which a school or district can improve its Absolute Rating and still receive a Below Average Improvement Rating is confusing, and might be improved with a better measure of growth. For accountability purposes, the key questions are how to provide the most accurate information and whether it comes from a vertical scale or from the current categorical method. However, accountability is not the only, or even the primary, issue for schools. A vertical scale would assist them with their own decision-making, research and evaluation projects, which might be enhanced by focusing on achievement growth under various conditions. To reach the state's goals, growth must be accelerated. Perhaps having a better measure of it will help teachers better evaluate and accelerate the growth of their students. Still, the TAC pointed out that a change that solves one problem may create another and that it is important to think through the unintended consequences of a vertical scale. Already the Department must ensure that forms are linked for the same grade from year to year; adding vertical scaling is yet another requirement. Moreover, such scales are potentially misleading and professional development would be needed. For example, with scores on a continuous scale, a high-scoring third grader might appear to score like an eighth grader, but without actually taking any eighth grade items. This can lead to inappropriate conclusions by untrained individuals about what students can and cannot do or where they should be placed for instruction.

TAC discussions focused on some of the technical issues and recognized that

periodic recalibrations must be conducted because the “vertical scale might not be sustained” over time and when content standards change. As an aside, the TAC noted that “North Carolina continues to have a vertical scale, but has discontinued the practice of using it to assess growth for accountability purposes.” TAC Proceedings (2005) conclude:

The TAC is cautious about the use of a vertical scale, recognizing the possibilities for looking at growth or for applications such as those by CRESST and Sanders that rely on a scale. Still, it recommended that if the vertical scale is used, it should be used only for adjacent grades. The discussion also framed vertical scaling as a policy issue: even if a defensible scale has been or can be constructed, that does not mean that it should be used.

After four years of study, The Office of Assessment determined that production of a vertical scale was not advisable for the following reasons:

1. Growth scales would likely be misunderstood and potentially misused, resulting in inappropriate educational decision-making for students.
2. Growth scales would likely lead to greater confusion and would require extensive professional development.
3. Growth scales could not be reported for all subjects so PACT scores would be reported on vertical scales for some subjects and on grade-by-grade scales for others.
4. Vertical scaling would require periodic study, which would result in more testing and a lapse in time for reporting on the vertical scale when studies are conducted.

Volatility estimates from the Cohen, et al. study reinforce this decision; at some grades the error in the estimate of growth is two-thirds of a year of growth.

Reports:

*Vertical Equating for the 2003 PACT English Language Arts and Mathematics*, 2005

*South Carolina Vertical Linking Study*, 2005

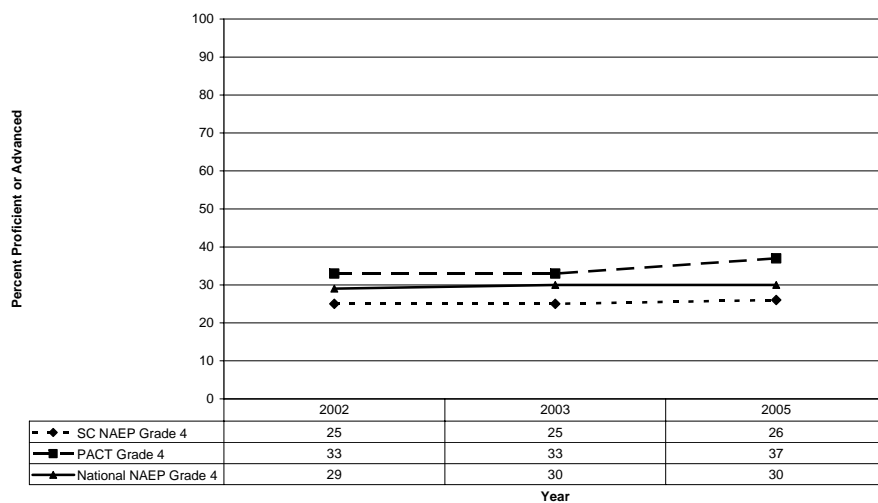
**Conduct a controlled cost and program effectiveness study of the State's readiness for online administration of PACT Mathematics and ELA.**

**Study the elimination of Constructed Response items on PACT Mathematics and ELA.**

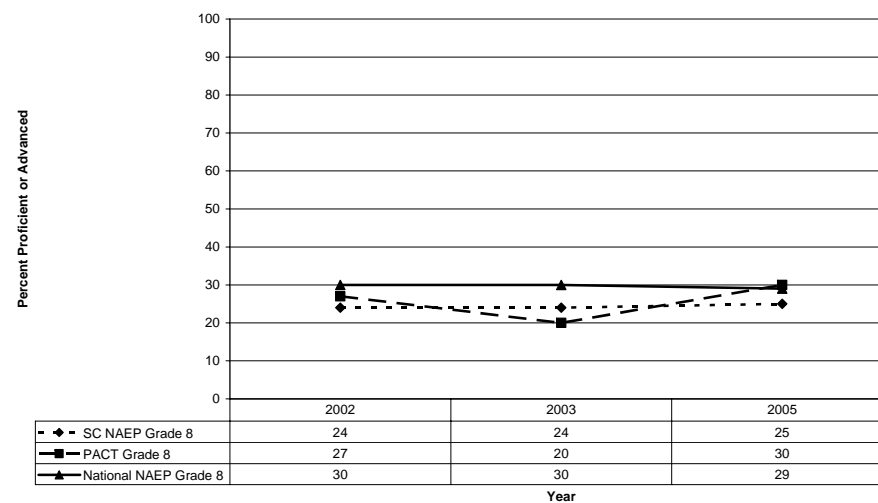
These issues are currently undergoing study in the *Study on the Feasibility and Cost of Converting the State Assessment Program to a Computer-Based or Computer-Adaptive Format*, which is expected to be completed in Summer 2007.



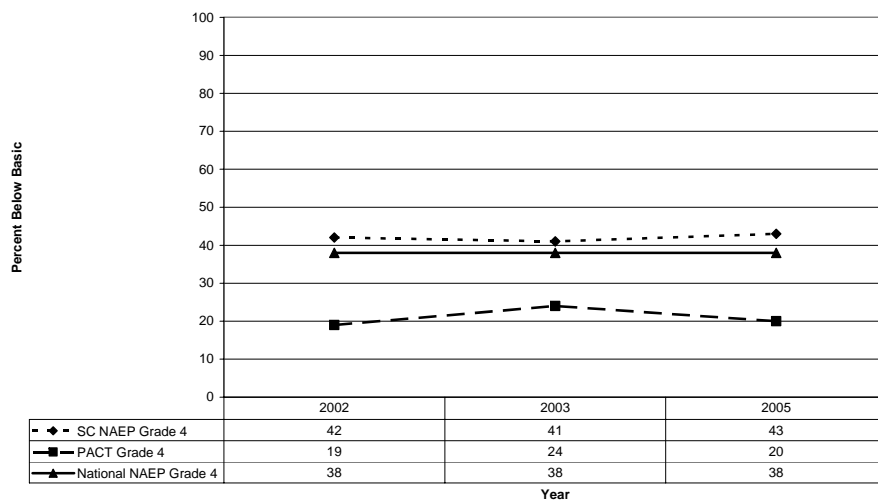
**Figure 1**  
Comparison of Grade 4 SC and National NAEP Reading with  
PACT ELA Percent Proficient or Advanced



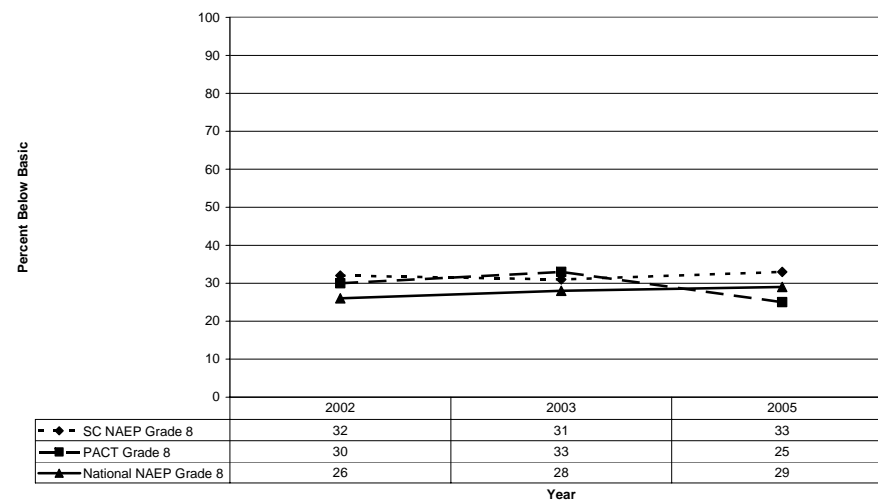
**Figure 2**  
Comparison of Grade 8 SC and National NAEP Reading with  
PACT ELA Percent Proficient or Advanced



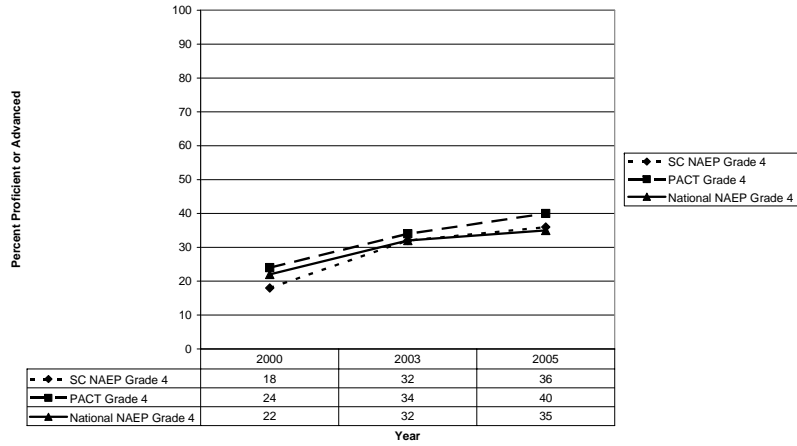
**Figure 3**  
Comparison of Grade 4 SC and National NAEP Reading with  
PACT ELA Percent Below Basic



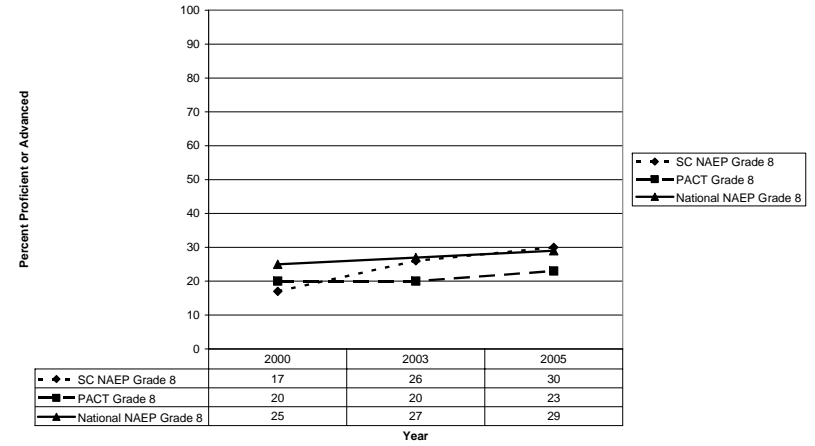
**Figure 4**  
Comparison of Grade 8 SC and National NAEP Reading with  
PACT ELA Percent Below Basic



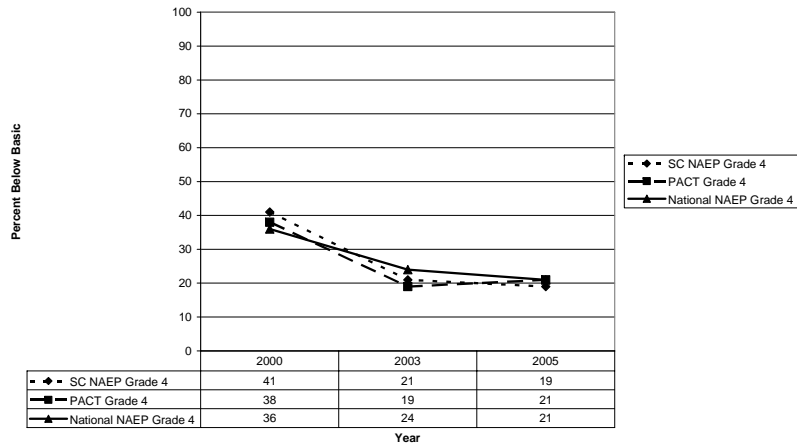
**Figure 5**  
Comparison of Grade 4 SC and National NAEP Math with  
PACT Math Percent Proficient or Advanced



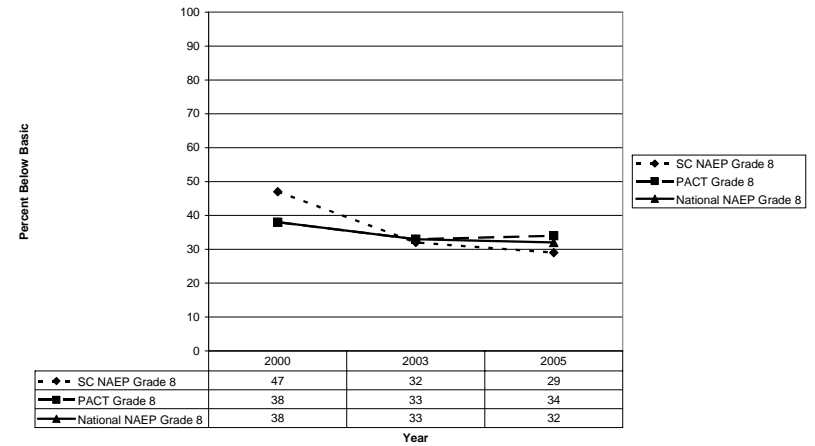
**Figure 6**  
Comparison of Grade 8 SC and National NAEP with  
PACT Math Percent Proficient or Advanced



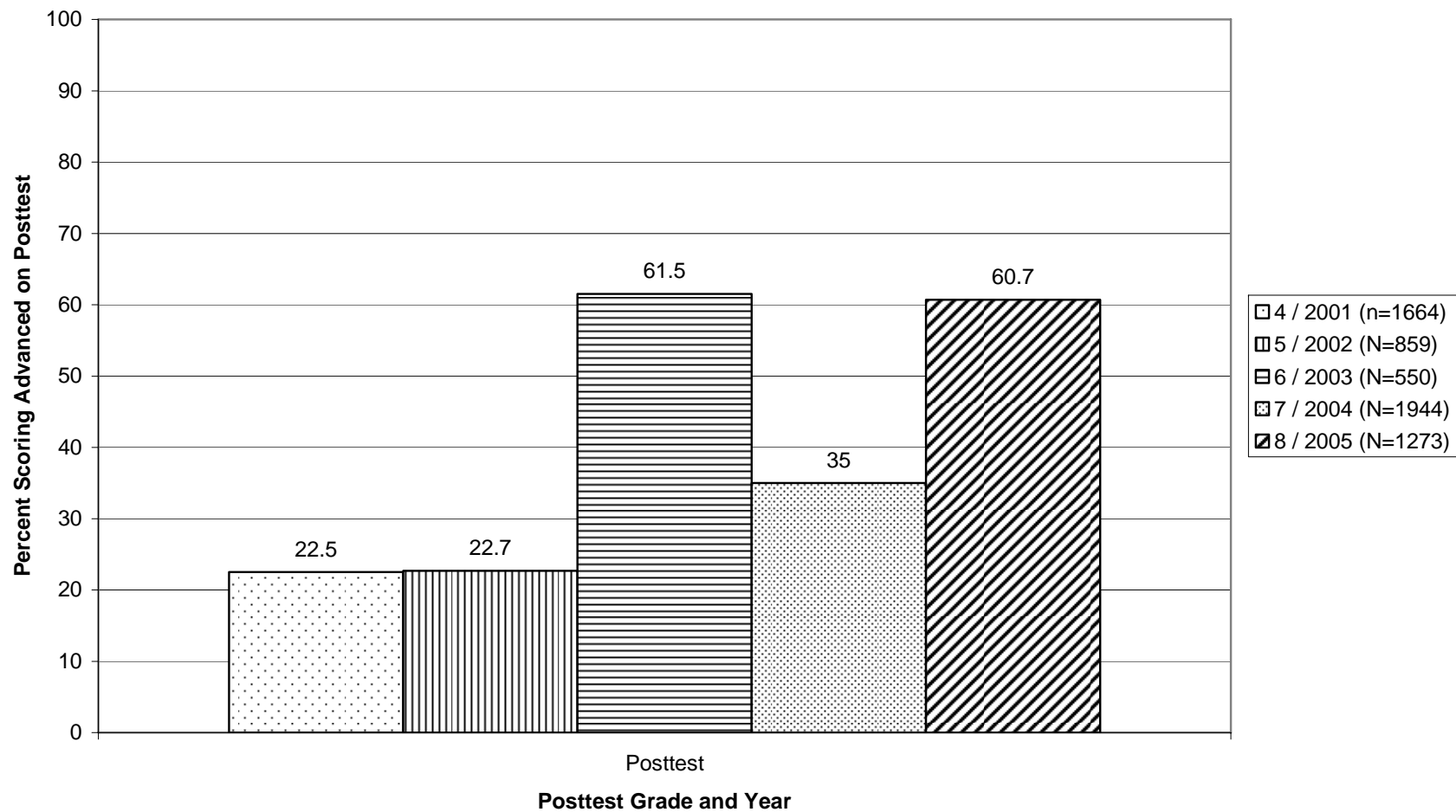
**Figure 7**  
Comparison of Grade 4 SC and National NAEP Math with  
PACT Math Percent Below Basic



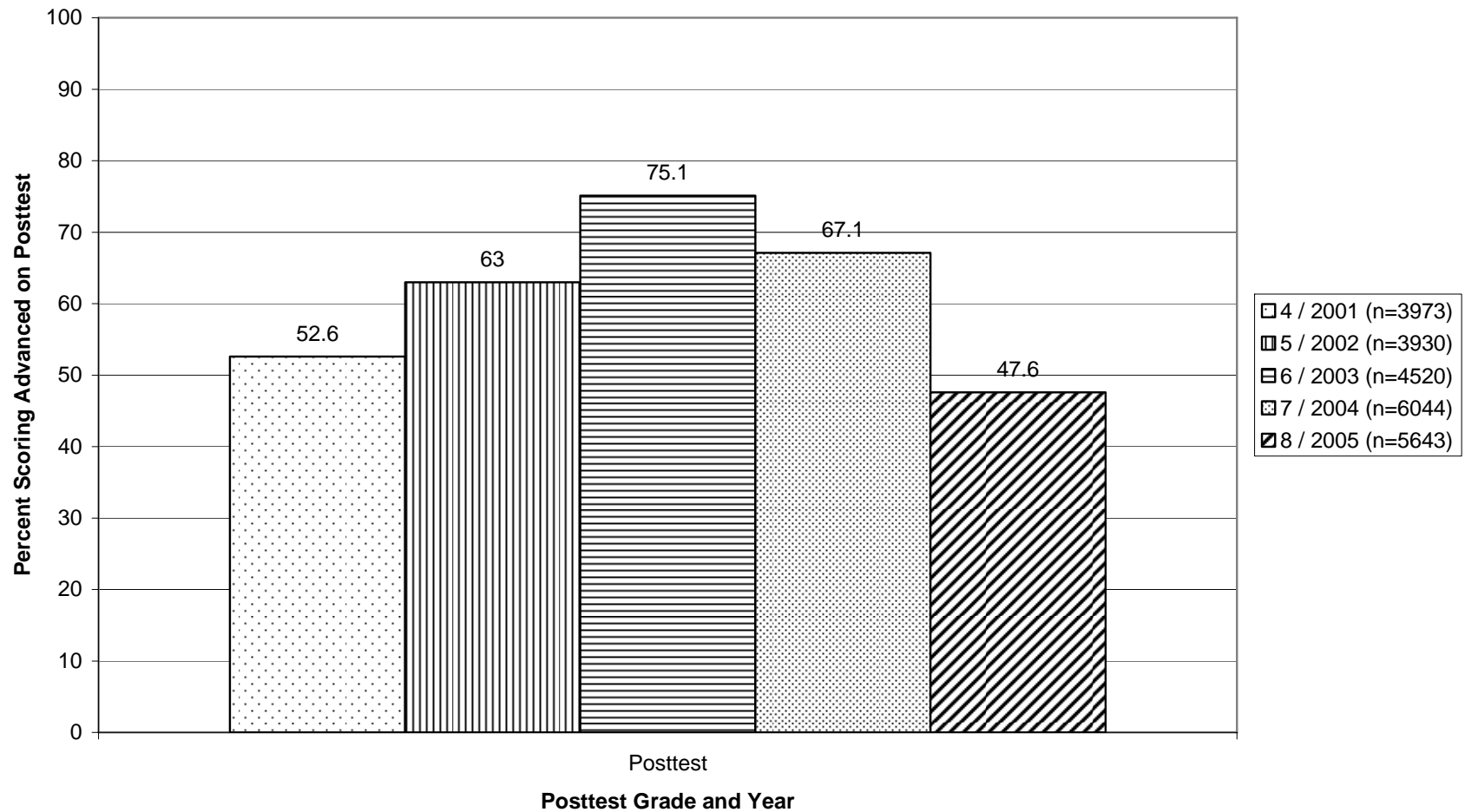
**Figure 8**  
Comparison of Grade 8 SC and National NAEP Math with  
PACT Math Percent Below Basic



**Figure 9**  
**PACT ELA Percent Students Scoring Advanced on Pretest Who Scored Advanced On Posttest**  
**- 2000-2005 Longitudinal Data**



**Figure 10**  
**PACT Math Percent Students Scoring Advanced on Pretest Who Scored Advanced on**  
**Posttest - 2000-2005 Longitudinal Data**



## EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: May 21, 2007

### REPORT/RECOMMENDATION

Triennial Evaluation Model

### PURPOSE/AUTHORITY

Section 59-6-10 and Section 59-6-110 of the South Carolina Code of Laws require the EOC to evaluate, monitor and make programmatic and funding recommendations to the General Assembly, State Board of Education and public on EAA and EIAA programs as well as the entire public education system.

### CRITICAL FACTS

To provide substantive review of programs and services to increase student achievement, to provide practical recommendations and adequate time for implementation of the recommendations, and to utilize resources to maximum benefit, the Subcommittee recommends implementing a staggered program evaluation schedule over a three-year period.

### TIMELINE/REVIEW PROCESS

Evaluations will begin in fiscal year 2007-08 incorporating the three-year reporting schedule.

### ECONOMIC IMPACT

**Cost:** Fiscal Impact Not Calculated

**Fund/Source:**

### ACTION REQUEST

☒ For approval

☐ For information

### ACTION TAKEN

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

May 25, 2007

TO: Members, Education Oversight Committee

FROM: Jo Anne Anderson

RE: Triennial Evaluation Model

The Education Oversight Committee (EOC) bears statutory responsibility to, among other tasks,

- (2) make programmatic and funding recommendations to the General Assembly;
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary. (SC Code of Laws 1976, as amended, §59-6-10)

and the statutes further require the EOC's Division of Accountability to

- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year (SC Code of Laws 1976, as amended, §59-6-110).

At the August 2006 meeting, EOC members discussed ways in which to increase utilization of its work. Over the last year, the EOC staff members have reviewed evaluations and studies conducted by the EOC as well as legislative requirements for other agencies to submit reports to the EOC. This second group of reports typically is composed of holdovers from the work of the Education Improvement Act Select Committee, are very short (1-2 pages) and provide summary implementation data only.

The EOC staff also is very mindful of its responsibilities to provide meaningful information, not merely data, and to attain the greatest return on investments from the EOC's resources, including personnel, funds and public attention. We also understand the complexities of data provision and collection and the time needed for programs and services to be implemented well. Therefore, we propose the following two recommendations:

Recommendation One: The Education Oversight Committee shall construct comprehensive program evaluations and report over a three-year period. In years one and two the EOC shall provided quantitative data, descriptive information and summaries of program changes in statute, regulation or guidelines. In year three a comprehensive report encompassing literature and policy reviews, analyses of program objectives and outcomes and recommendations for continuation, improvement or discontinuation would be published.

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Kristi V. Woodall

Jo Anne Anderson  
EXECUTIVE DIRECTOR

A draft schedule for the triennial evaluation is attached.

Recommendation Two: The Education Oversight Committee shall recommend that the General Assembly delete several proviso-embedded requirements for annual reports on the following programs:

- Junior Academy of Science
- Junior Scholars
- Academic Assistance Funds
- Reading Recovery Expenditures
- After School Program/Homework Centers

Information regarding these programs can be attained either from existing documents or from evaluations within larger program areas. For example, a comprehensive study of technical assistance to schools with low ratings would include information about the contributions of the after school program/homework centers.

Thank you for your attention to this matter.

Attachment

## TRIENNIAL EVALUATION PROPOSAL

- Objectives:
- (1) Provide substantive review of programs and services to increase student achievement
  - (2) Provide practical recommendations and adequate time for implementation of the recommendations
  - (3) Utilize EOC resources to maximum benefit

Strategy: Stagger program evaluations over a three-year period. In years one and two provide quantitative data, descriptive information and/or program changes in statute, regulation or guideline. In year three a comprehensive report would be issued encompassing literature and policy reviews, analyses of program objectives and outcomes and policy recommendations. A draft schedule is below:

Program/Service	2007-08	2008-09	2009-10	2010-11	2011-12
TEACHERS					
NBPTS	Report	Data-year 1	Data-year 2	Report	
Teacher Loan Program	Data-year 2	Report	Data-year 1	Data-year 2	Report
Professional Development	Data-year 1	Data-year 2	Report	Data-year 1	Data-year 2
Teacher Recruitment and Retention	Report	Data-year 1	Data-year 2	Report	Data-year 1
TECHNICAL ASSISTANCE (School and strategy )					
Alternate Technical Assistance	Data-year 2	Report	Collapse into reviews of technical assistance		
Retraining Grants	Report	Collapse into reviews of technical assistance			
Technical Assistance to BA & U-rated	Data-year 1	Data-year 2	Report	Data-year 1	Data-year 2
Palmetto Priority Schools	Data-year 1	Data-year 2	Report	Data-year 1	Data-year 2
STUDENT GROUPS (Performance, school experience)					
4K	Report	Data-year 1	Data-year 2	Report	Data-year 1
Target Group (e.g. "average student" , gifted and talented)	Data-year 1	Data-year 2	Report	Data-year 1	Data-year 2
Longitudinal Data	Data-year 2	Report	Data-year 1	Data-year 2	Report
Gap Closing	Recognition	Recognition	Report & Recognition	Recognition	Recognition
OTHER STUDIES					
Innovation Schools	Data-year 1	Data-year 2	Report	Data-year 1	Data-year 2
Parent Involvement	Data-year 2	Report	Data-year 1	Data-year 2	Report
Flexibility	Report	Date-year 1	Data-year 2	Report	Data-year 1
Request of General Assembly	As requested				



## **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee: EIA and Improvement Mechanisms Subcommittee**

**Date: May 21, 2007**

### **REPORT/RECOMMENDATION**

Progress of EIA and EAA Budget Recommendations as approved by the Education Oversight Committee (EOC) on December 11, 2006.

### **PURPOSE/AUTHORITY**

Section 59-6-10 of the Education Accountability Act requires the EOC to "review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly."

### **CRITICAL FACTS**

The Subcommittee is providing an update on the EIA and EAA budget recommendations

### **TIMELINE/REVIEW PROCESS**

August 1, 2006	Program report and budget request documents mailed to all EIA-funded entities
October 2006	Program and budget request documents returned to EOC and distributed to EIA Subcommittee
November 20, 2006	Subcommittee reviewed documents and recommended EIA and EAA budgets and related provisos along with policy recommendations
December 11, 2006	EOC amended the subcommittee recommendations and then approved the revised EIA and EAA budgets and related provisos along with policy recommendations.
January 3, 2007	Governor Sanford presented FY2007-08 Executive Budget
March 20, 2007	H.3620, 2007-08 General Appropriation Bill, passed House
April 25, 2007	H.3620, 2007-08 General Appropriation Bill, as amended, passed Senate
May 9, 2007	Conference Committee appointed

### **ECONOMIC IMPACT**

**Cost:**

**Fund/Source:**

### **ACTION REQUEST**

☐ **For approval**

☒ **For information**

### **ACTION TAKEN**

☐ **Approved**

☐ **Amended**

☐ **Not Approved**

☐ **Action deferred (explain)**

EDUCATION IMPROVEMENT ACT	EIA Adjustments Recommended FY2007-08			
OBJECTIVE *	EOC	GOVERNOR	HOUSE	SENATE
<b>Improve Student Academic Achievement</b>				
<b>Students:</b>				
Advanced Placement Program	\$680,841	\$891,735	\$891,735	\$891,735
Gifted and Talented Program	\$1,356,887	\$0	\$1,356,887	\$1,356,887
<i>Formative Assessments</i>	\$3,950,000	\$0	Funded with General Funds of \$3,950,000	Funded with General Funds of \$3,950,000
<i>School Libraries</i>	\$1,000,000	\$0	Funded with non-recurring funds of \$1,000,000	Funded with non-recurring funds of \$1,000,000
<i>Public Choice Innovation Schools</i>	\$2,560,000	\$2,560,000	\$2,560,000	\$2,560,000
<b>Teachers:</b>				
<i>M-L Teacher (Middle-School Certification)</i>	\$370,000	\$0	\$0	\$0
Teacher Supply Funds	\$250,000	\$250,000	\$250,000	\$250,000
Professional Development	\$2,586,515	\$0	\$2,586,515	\$2,586,515
Centers of Excellence	\$114,096	\$0	\$0	\$0
<i>Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty</i>	\$248,725	\$0	\$0	\$0
SC Geographic Alliance-USC	\$61,492	\$0	\$61,492	\$61,492
<b>Other Agencies:</b>				
<i>SDE- Parental Involvement and Community Partnerships</i>	\$156,250	\$156,250	\$0	\$0
School Improvement Council	\$20,726	\$0	\$20,726	\$20,726
Education Oversight Committee	\$546,832	\$546,832	\$546,832	\$546,832
	\$50,000	\$0	\$50,000	\$50,000
Center for Educator Recruitment, Retention and Advancement				
Service Learning Engagement	\$23,000	\$0	\$0	\$0
SDE - Educator Certification			Funded in General Funds at \$190,343	\$190,343
<b>Subtotal EIA:</b>	<b>\$13,975,364</b>	<b>\$4,404,817</b>	<b>\$8,324,187</b>	<b>\$8,514,530</b>
<b>Improve High School Graduation Rate</b>				
<i>Career Clusters Student Exams</i>	\$481,628	\$0	\$0	\$0
Alternative Schools	\$712,500	\$712,500	\$712,500	\$712,500
Young Adult Education	\$1,600,000	Increase in General Funds of \$1,600,000	Increase in General Funds of \$1,600,000	Increase in General Funds of \$1,600,000
<b>Subtotal EIA:</b>	<b>\$2,794,128</b>	<b>\$712,500</b>	<b>\$712,500</b>	<b>\$712,500</b>
<b>Policy Recommendations:</b>				
1. Integration of all programs providing instructional services to students in high school				

EDUCATION IMPROVEMENT ACT	EIA Adjustments Recommended FY2007-08			
OBJECTIVE *	EOC	GOVERNOR	HOUSE	SENATE
2. Recommend General Fund funding of EEDA and High School accordingly:		General Fund \$17,345,680	General Fund \$20,915,360	General Fund increase \$20,915,360
Career Specialists (\$22,000,000)				
Model Dropout Prevention Programs (\$4,000,000)				
Marketing of EEDA (\$1,000,000 to replace non-recurring funds)				
SC Reading Initiative- High School (\$2,650,000 or \$1,650,000 increase above the \$1,000,000 base)			\$1,650,000	\$1,650,000
3. Virtual Schools should be funded as a regular high school taking into account EFA allocations and all other possible funding				Funded in General Funds at \$3,624,010
<b>Continue Implementation of EAA</b>				
Consolidate technical assistance and address 2006 school report card ratings (See following detail on EAA)	\$32,449,162	\$32,022,152	\$34,678,715	\$34,711,850
Assessment	\$0	\$0	\$4,671,517	\$4,671,517
External Review Teams	\$672,990	\$0	\$672,990	\$672,990
Palmetto Gold and Silver	\$1,000,000	\$0	\$0	\$0
	\$0	\$0	Increase in General Funds of \$259,885	\$259,885
Data Collection				
<b>Subtotal EIA:</b>	<b>\$34,122,152</b>	<b>\$32,022,152</b>	<b>\$41,673,222</b>	<b>\$41,966,242</b>
<b>Improve Fiscal Efficiency of Public Schools</b>				
<i>Direct no more than 5% of program costs to state administration of EAA</i>			Proviso	Proviso
Assessment Program	\$197,500	\$0	\$0	\$0
EAA Technical Assistance	\$1,731,185	\$0	\$0	\$0
Professional Development Funds --Minimum of 95% allocated to districts			Proviso	Proviso
Elimination of Competitive Teacher Grant Program	(\$1,287,044)	(\$1,287,044)	\$0	\$0
Shared Administrative Services	\$100,000	Proviso	No Proviso or Funding	Proviso
<b>Subtotal EIA:</b>	<b>\$741,641</b>	<b>(\$1,287,044)</b>	<b>\$0</b>	<b>\$0</b>
<b>Policy Recommendations:</b>				
1. EIA fund balances should accrue to the School Building Fund in a timely manner to ensure that districts have adequate notification and access to these funds to address capital improvements and ongoing maintenance within total local district budget needs.				
2. Recommend all high school programs and initiatives be coordinated and aligned with EEDA and High School Redesign to promote fiscal efficiency				

EDUCATION IMPROVEMENT ACT	EIA Adjustments Recommended FY2007-08			
OBJECTIVE *	EOC	GOVERNOR	HOUSE	SENATE
3. Dual Credit Enrollment -- The issue should be studied to ensure that students are not double counted through the EFA and through Higher Education funding.				
<b>Other:</b>				
Annualization of Summer Schools (Recurring)	\$12,777,088	\$12,777,088	\$374,248	\$374,248
Summer Schools (Non-Recurring)			\$12,402,840	\$12,402,840
Teacher salary/fringe benefits	(\$21,271,993)	(\$21,271,993)	(\$18,970,573)	(\$18,970,573)
State Agency Teacher Pay	\$594,901	\$594,901	\$594,901	\$594,901
Fund Portion of National Board or Instructional Materials in General Funds rather than EIA	(\$11,372,839)	\$8,472,504	\$3,773,338	\$3,289,975
National Board				Also increase of \$483,363 in General Funds for National Board
Tech Prep		(\$4,064,483)	\$0	\$0
EIA Employee Pay Increase		\$0	\$228,619	\$228,619
<b>Subtotal EIA:</b>	<b>(\$19,272,843)</b>	<b>(\$3,491,983)</b>	<b>(\$1,596,627)</b>	<b>(\$2,079,990)</b>
<b>GRAND TOTAL EIA ADJUSTMENTS **:</b>	<b>\$32,360,442</b>	<b>\$32,360,442</b>	<b>\$49,113,282</b>	<b>\$49,113,282</b>

\* Programs in italics represent new initiatives.

\*\* Revised February 15, 2007 BEA revenue forecast projects \$36,710,442 increase in recurring EIA revenues for FY2007-08 and an additional \$12,402,840 EIA revenues this fiscal year for a total of \$49,113,282.

EDUCATION ACCOUNTABILITY ACT PROGRAMS	FY2006-07	FY2007-08	FY2007-08	FY2007-08	FY2007-08
	Appropriation	Increase/Decrease	Increase/Decrease	Increase/Decrease	Increase/Decrease
		EOC	GOVERNOR	HOUSE	SENATE
		Recommendation	Recommendation	Recommendation	Recommendation
		ALL FUNDS	ALL FUNDS	ALL FUNDS	ALL FUNDS
<b>Recurring EIA Funds for Technical Assistance</b>					
Direct Aid to Unsatisfactory & Below Average Schools:		\$0	\$0	\$0	\$0
Principal Mentors (General Fund)	\$33,135	\$0	\$0	\$0	(\$33,135)
Principal Leader	\$2,079,105	(\$2,079,105)	(\$2,079,105)	\$0	(\$2,079,105)
<b>TECHNICAL ASSISTANCE</b>					\$81,102,688
Technical Assistance to Below Average Schools	\$10,810,000	\$14,190,000	\$14,190,000	\$34,678,715	(\$10,810,000)
Technical Assistance to Unsatisfactory Schools		\$50,400,000	\$50,400,000	\$0	\$0
Technical Assistance to Improving Schools		\$1,100,000	\$0	\$0	\$0
Retraining Grants	\$6,144,000	(\$5,114,000)	(\$5,114,000)	\$90,000	(\$6,144,000)
Homework Centers	\$10,586,000	(\$9,976,000)	(\$9,976,000)	\$0	(\$10,586,000)
Teacher Specialists *	\$24,430,594	(\$13,430,594)	(\$13,430,594)	\$0	(\$13,430,594)
Principal Specialists	\$2,641,139	(\$2,641,139)	(\$2,641,139)	\$0	(\$2,641,139)
Alternative Technical Assistance	\$700,000	\$0	\$0	\$0	(\$700,000)
External Review Teams	\$699,010	\$672,990	\$672,990	\$672,990	\$672,990
<b>Subtotal Technical Assistance:</b>	<b>\$58,122,983</b>	<b>\$33,122,152</b>	<b>\$32,022,152</b>	<b>\$35,441,705</b>	<b>\$35,351,705</b>
<b>Reward</b>					
Palmetto Gold and Silver	\$3,000,000	\$1,000,000	\$0	\$0	\$0
<b>Total: Technical Assistance &amp; Reward</b>	<b>\$61,122,983</b>	<b>\$34,122,152</b>	<b>\$32,022,152</b>	<b>\$35,441,705</b>	<b>\$35,351,705</b>
<b>SDE</b>					
SDE Agency Leadership and Support	\$1,988,862	\$1,731,185	\$0	\$0	\$0
Report Card	\$971,793	\$0	\$0	\$0	\$0
<b>Assessment</b>					
EAA	\$19,820,171	\$0	\$0	\$4,671,517	\$4,671,517
Act 254-Formative Assessments		\$3,950,000	\$3,950,000	\$3,950,000	\$3,950,000
SASI	\$1,548,450	\$0	\$0	\$0	\$0
Unique Student Identifier (SUNS)	\$1,158,155	\$0	\$0	\$259,885	\$259,885
<b>Related</b>					
Professional Development	\$4,413,485	\$2,586,515	\$0	\$2,586,515	\$2,586,515

EDUCATION ACCOUNTABILITY ACT PROGRAMS	FY2006-07		FY2007-08	FY2007-08	FY2007-08	FY2007-08
	Appropriation		Increase/Decrease	Increase/Decrease	Increase/Decrease	Increase/Decrease
			EOC	GOVERNOR	HOUSE	SENATE
			Recommendation	Recommendation	Recommendation	Recommendation
			ALL FUNDS	ALL FUNDS	ALL FUNDS	ALL FUNDS
Summer School	\$31,000,000		Annualized with recurring funds of \$12.8 million	Annualized with recurring funds of \$12.8 million	Annualized with recurring and non- recurring funds of \$12.8 million	Annualized with recurring and non- recurring funds of \$12.8 million
K-5 Reading, Math, Science & Social Studies (Lottery)	\$46,500,000		\$0	\$0	\$3,500,000	\$1,114,527
6-8 Reading, Math, Science & Social Studies (Lottery)	\$2,000,000		\$0	\$0	\$0	\$0
Alternative Schools	\$10,976,277		\$712,500	\$712,500	\$712,500	\$712,500
Young Adult Education	\$3,200,000		\$1,600,000	<i>\$1,600,000</i>	<i>\$1,600,000</i>	<i>\$1,600,000</i>
High School Reading	\$1,000,000		\$1,650,000	\$0	\$1,650,000	\$1,650,000
Math & Science Centers			\$0	\$0	\$449,427	\$449,427
<b>Subtotal: SDE, Assessment and Related:</b>	<b>\$124,577,193</b>		<b>\$12,230,200</b>	<b>\$6,262,500</b>	<b>\$19,379,844</b>	<b>\$16,994,371</b>
<b>TOTAL EAA and Related:</b>	<b>\$185,700,176</b>		<b>\$46,352,352</b>	<b>\$38,284,652</b>	<b>\$54,821,549</b>	<b>\$52,346,076</b>

*Increases in italics are General Fund appropriations.*

\* Includes \$11.0 million in Lottery Funds

**Summary of Proviso Changes for FY2007-08  
As Adopted by the Senate and House of Representatives  
Fiscal Year 2007-08 General Appropriation Bill, H.3620  
(Governor Sanford's Recommendations noted)**

**Provisos Recommended by EOC and Acted Upon by the House:**

**Provisos 1.51. and 1A.28. – (National Board Certification Incentive)**

**EOC:** The EOC recommended that teachers applying for National Board certification after July 1, 2007 and subsequently to receive National Board certification would receive the \$7,500 salary supplement if they agreed to teach in a school with an absolute performance rating of Below Average or Unsatisfactory for three years.

**House:** The House recommended that for teachers who apply after July 1, 2007 and who teach in schools with an absolute rating of Below Average or Unsatisfactory, where the average teacher turnover rate for the past three years is 20% or higher or schools that have a poverty index of 70% or higher will be eligible for full forgiveness of all assessment fees regardless of whether the teacher obtains National Board certification. Furthermore, teachers may continue to receive the National Board salary supplement if they transfer to a position in administration if they serve in a school with an absolute rating of Below Average or Unsatisfactory, a school where the average teacher turnover rate for the past three years is 20% or higher or a school that meets the poverty index criteria of 70% or more.

**Senate:** Further amended the proviso to allow that teachers who begin the application process after July 1, 2007 and who teach in schools with an absolute rating of Below Average or Unsatisfactory may be eligible for full forgiveness of all assessment fees. The forgiveness will be at the rate of 33% for each year of full-time teaching in schools with an absolute rating of Below Average or Unsatisfactory. The Senate Finance eliminated the House provisions that allowed teachers teaching in a school with an average teacher turnover rate of 20% or more or in a school where the poverty index exceeds 70% or more to be included. The Senate did not include a provision allowing a teacher to continue receiving the National Board supplement if the teacher transfers to a position in administration in a school with an absolute rating of Below Average or Unsatisfactory

**Governor:** Amended proviso to provide that after July 1, 2007 teachers applying for and receiving certification from the national Board for Professional Teaching Standards would be ineligible for any state salary supplement. The Governor further amended proviso 1.52. to direct any surplus in funds for National Board Certification incentive to be directed to the South Carolina Quality Compensation System at the Department of Education.

**1A.32. (SDE-EIA: XI.C.4-Professional Development on Standards)**

**EOC:** To promote efficiency, a maximum of five percent of the funds appropriated for professional development may be retained at the Department of Education; however, districts may pay for professional services provided by the Department.

**House and Senate:** Amended proviso per EOC recommendation to limit amount retained by SDE for professional development to 5% of the total appropriation

#### **1A.44. (SDE-EIA: Technical Assistance)**

**EOC:** To address teacher retention and teacher quality, the proviso would allow underperforming schools to use technical assistance funds to pay salary supplements to teachers who are certificated, who have an advanced degree and are teaching in a school with an absolute rating of Unsatisfactory or Below Average. The proviso also sets a 5% limit on the amount of funds that can be retained by the Department to implement the provision of technical assistance services to schools. And, the amendment would restrict a school or district from supplanting existing local revenues that were expended in these schools with technical assistance funds.

**House and Senate:** Amended proviso per EOC recommendations.

**Senate:** The Senate also consolidated all technical assistance provisos into 1A.44 and increased the amount allocated to the National About Face Pilot Program from \$610,000 to \$930,000.

#### **1A.69. (SDE-EIA: XI.E.1-Public Choice Innovation Schools)**

**EOC:** In order to improve dramatically student academic performance, the EOC is advocating public school choice innovation schools. The goal of the schools is to provide public choice alternatives for students enrolled in grades four through eight in schools rated Below Average or Unsatisfactory or students enrolled in grades four through eight in schools rated Average or above yet who scored Basic or below on any two or more grade level PACT Assessments. The schools would be required to demonstrate leadership, instructional and employment practices which yield strong academic achievement. Recommended \$2,560,000 for the program

**House:** Added the proviso per the EOC recommendation and recommended funding the program at \$2,560,000. The House further amended the proviso to allocate \$200,000 of the funds appropriated for the Public Choice Innovation Schools to the SC Public Charter School District Board of Trustees for administrative costs.

**Senate:** The Senate Finance Committee report had amended the proviso to delete the allocation of funds from the Public Choice Innovation Schools program to the SC Public Charter School District Board of Trustees. A separate appropriation for the SC Public Charter School District Board of Trustees was made. However, the proviso was ruled out of order on the Senate floor in that it violated Rule 24A of the Senate. Senate Rule 24A states that a proviso must not "temporarily or permanently add, amend, or repeal a portion of the general permanent laws of South Carolina." The funds for the program were included in the Senate version of the bill.

#### **1A.72. (SDE-EIA: XI.E.1-Shared Administrative Services)**

**EOC:** To increase the return on investment in education, the EOC has as one of its objectives defining the role of district administration and identifying models that realize maximum effectiveness and efficiency. By sharing the administrative services of such issues as business operations, transportation, human resources, food services, information technology, building maintenance, research and testing, smaller school districts can become more cost-effective and more focused on instruction and



instructional support. It is projected that 40 school districts currently have enrollments of less than 7,500 and are not county-wide districts.

**House: Did not adopt this proviso**

**Senate:** Adopted the proviso as proposed by the EOC but amended to allow districts of less than 7,500 the option of choosing between the shared services options.

**Governor:** Added proviso 1.73. to require all school districts with less than 7,500 students per district to consolidate their administrative functions with a contiguous school district and to eliminate duplicative administrative positions.

**Provisos Recommended by EOC and NOT Adopted by the House or Senate:**

**Amend Proviso 1A.49. to read:**

**1A.49.** (SDE-EIA: Critical Geographic Area) "Notwithstanding the provision of Section 59-26-20 (j) for those students seeking loan cancellation under the Teacher Loan Program after July 1, 2004, "critical geographic area" shall be defined as schools that have an absolute rating of below average or unsatisfactory, schools where the average teacher turnover rate for the past three years is 20 percent or higher, or schools that meet the poverty index criteria at the 70 percent level or higher. The list shall also include special schools, alternative schools, and correctional centers as identified by the State Board of Education. After July 1, 2005, students shall have their loan canceled based on those schools or districts designated as a critical geographic area at the time of employment. The definition of critical geographic area shall not change for those students who are in the process of having a loan canceled, on or before June 30, 2005. Beginning in Fiscal Year 2005-06 the maximum loan amount will be increased to an amount not to exceed \$20,000. Furthermore, of the funds appropriated for the Teacher Loan Program, up to \$50,000 may be allocated to the Commission on Higher Education and used to establish and maintain a Policy Board of Governance for the Teacher Loan Program. The Policy Board of Governance is to be composed of one representative or staff member from the following entities: the Commission on Higher Education, the State Board of Education, the State Department of Education, the Education Oversight Committee, the South Carolina Student Loan Corporation, the South Carolina Association of Student Financial Aid Administrators, the Center for Educator Recruitment, Retention, and Advancement of South Carolina and a college or school of education in South Carolina with membership rotating throughout all public and private institutions of higher education that have colleges or schools of education. The eight-member Board will establish goals for the Teacher Loan Program, facilitate communication among the cooperating agencies, advocate for the loan participants and effectively market the Teacher Loan Program. The Board must meet at least twice annually."

**Explanation:** The 2005 and 2006 annual reviews of the South Carolina Teacher Loan Program recommended the establishment of a Policy Board of Governance that would exist as the central authority over the implementation of the program. To enhance teacher recruitment in South Carolina, the Board would be responsible for the marketing and advocacy for the program. The rationale for housing the Board within the Commission on Higher Education (CHE) is that all current state scholarship programs are administered through CHE.

**Status:** Rep. Walker, Cotty and others introduced H.3162 to create in permanent law the policy board of governance for this program. The bill, as amended, received third reading in the House on March 8, 2007 and was referred to the Senate Education Committee.

**Add a new appropriately numbered proviso to read:**

**1A. (SDE-EIA: Career Cluster Exam Costs)** "The funds for career clusters will be allocated to school districts for the cost of certifying teachers in career clusters and for the cost of exams certifying students in career clusters."

**Explanation:** Like AP and IB tests, the cost of student exams for certification in a career cluster should be provided. The cost of such exams ranges from \$25 to \$285 per exam. And, the cost of certifying teachers in career clusters currently is not reimbursed by federal Perkins allocations.

**1A. \_\_ (SDE-EIA: XI.E.1- Writing Improvement Network)** "Of the funds appropriated to the Writing Improvement Network (WIN) at the University of South Carolina, WIN will coordinate with and receive reimbursement from the Department of Education to provide professional development services to a minimum of ten schools with an absolute rating of Unsatisfactory or Below Average. WIN will focus at least 75% of its total resources on these schools. The services provided by WIN to assist these underperforming schools must supplement all other technical assistance initiatives undertaken to improve academic achievement. The remainder of WIN's resources will be used to work with other schools as requested by the schools with available funds to improve academic performance and to ensure that these schools' performance does not decline as a result of lack of instructional assistance and reinforcement by WIN."

**Explanation:** The Writing Improvement Network initially requested four full-time employees to target services to underperforming schools. The proviso would continue WIN's coordination with SDE on professional development services to underperforming schools and to allow WIN to be reimbursed for services provided.

**Add an appropriately numbered paragraph to read:**

**1A. \_\_ (SDE-EIA: XI.A.3- Instructional Materials)** "A portion of the funds appropriated in Part IA, Section 1, XI.A.3 for instructional materials should be expended to develop a plan for the electronic delivery of instruction to include electronic textbooks and other instructional media. The plan should target electronic delivery of instruction for the four core disciplines for high school students in the next fiscal year. By March 1 of the fiscal year the Department must present the plan to the House Education and Public Works Committee and to the Senate Education Committee."

**Explanation:** EIA funds should improve education innovation. A portion of the EIA funds appropriated for instructional materials should be used to devise a plan whereby instructional materials could be electronically delivered. The plan should focus on the electronic delivery of instruction including electronic textbooks and other instructional media in the four core disciplines beginning with grade nine in school year 2008-09.

## **Other Provisos Impacting EFA and Adopted by House and/or Senate:**

### **1.3. (SDE: EFA Formula/Base Student Cost Inflation Factor)**

**House:** Amended to update base student cost from \$2,367 to \$2,476 and total pupil count from 677,092 to 683,601 as well as projected state, federal and local funding.

**Senate:** Further amended the proviso to detail each district's pupil count and projected state, federal and local funds per student, excluding local bond issues for FY 2007-08

### **1.76. (SDE: Education Finance Act Reserve Fund)**

**House:** Added to create a separate fund at the State Treasurer's Office. The monies in the fund would be used to fully fund the base student cost. \$3.0 million in non-recurring funds included in House version of the bill.

**Senate:** Amended the proviso further by adding a paragraph to require that the Department of Education notify the State Treasurer in the event that any school district is projected to receive less state EFA funds than the prior fiscal year. Upon notification, the Treasurer must disburse to the Department a sufficient amount of reserve funds to compensate for the difference. \$20 million in non-recurring funds included in Senate version of the bill.

## **Other Provisos Impacting CDEPP, EIA and EAA Adopted by the House and/or Senate:**

### **1.66. (SDE: Child Development Education Pilot Program)**

**House:** Amended the proviso accordingly:

- Funding priority for 2007-08 will be given to plaintiff districts that participated in the pilot program in 2006-07;
- Eliminates restriction that EIA funding for four-year-old programs may only be used to fund teacher salary supplements and fringes for districts participating in the pilot;
- Allows for students who are not ready for kindergarten to be retained and reserved in the program;
- Amends application procedure to require that documentation of the student's eligibility that shows an annual family income of 185% or less of federal poverty guidelines or statement of Medicaid eligibility;
- Instructional costs – Increased per child funding from \$3,077 to \$3,931;
- Transportation – of the amount appropriated, \$185 to be retained by Department of Education for transportation of four-year-olds; \$550 per child for private providers who transport four-year-olds; and
- In addition to \$10,000 grant for new classrooms, funding of up to \$2,500 per year provided for purchase of consumable and other materials in established classrooms.

**Senate:** Deleted the proviso in its entirety and inserted the following:

- Provides funding for public and private full-day four-year old kindergarten educational services to children considered at-risk of not graduating from high school;
- Eligibility: any child age 4 before September 1, 2007 and living at or below 185% of poverty or qualifying for Medicaid are considered at-risk;

- Students are accepted in the following order:
  - Continuing 4-K programs approved and funded in FY2006-07
  - Trial districts in the funding lawsuit
  - Plaintiff districts in the lawsuit
- Cost reimbursements are \$3,931 per child. Grants for new classrooms of \$10,000; \$2,500 for procurement of consumables and other materials in establish classrooms.
- Transportation reimbursements of \$185 per student for transportation to a public school, private providers up to \$550 per child; and.
- EOC is required to “collect, evaluate and report annually on the outcomes of the full-day four-year-old program”

#### **1.69. (SDE: 0 to 4 Year Old Standards)**

**House:** Deleted proviso require First Steps to convene a task force to develop quality standards for programs serving children ages 0 to 4

**Senate:** Amended proviso to exclude 4K Child Development Education Program from taskforce work.

#### **1.77. and 1A.67. (SDE: Formative Reading Assessment)**

**House and Senate:** Added new proviso to require State Board of Education to approve developmentally appropriate formative reading assessments for grades one and two. Districts currently using other formative reading assessment may continue to use these assessments in lieu of using the State Board approved assessment. To the extent that funds are available, the Department of Education may provide funds for districts to offset the assessment costs for no-grant schools within those districts.

#### **1.78. (SDE: Technical and Middle Colleges)**

**House:** For students dually enrolled in technical colleges through EEDA, districts would enter into a memorandum of agreement with the technical college for the transfer of revenue to support the student's instruction at the technical college campus. Absent of any memorandum of agreement, districts would be required to transfer to the technical college the sum of 90% of the total EFA base student cost for the EFA high school classification and 90% of that students' share of local funds, with the total multiplied by the percentage of instruction time that the student attends the technical college.

**Senate:** Amended proviso to allow that absent a Memorandum of Agreement, districts must transfer to the technical college the sum of 75% of the total EFA base student cost for these students.

#### **1.79. (SDE: Child Development Education Pilot Program-4 Year Olds)**

**House:** Added new proviso to redirect 2006-07 projected surplus in the CDEPP program which previously would have been allocated to the Office of First Steps for services for children ages zero to three-year-olds to the CDEPP program. Two-thirds of the funds will be redirected to the Department of Education and one-third to the Office of First Steps. The proviso allows the First Steps Board of Trustees to be able to use the funds to match philanthropic gifts targeting low income 0-3 year olds.

**Senate:** Amended to allow \$4.0 million of funds carried forward from the prior fiscal year to be used for zero to three year olds with the remaining funds redirected for use by the Department of Education for services to four-year-olds. First Steps may use these funds to match philanthropic gifts targeting low income children ages 0 to 3.

**1.80. (SDE: Physical Education Assessment Program)**

**House and Senate:** Added new proviso to suspend the South Carolina Physical Education Assessment Program for the 2007-08 school year. Furthermore, the proviso requires the Department of Education to collect input from physical education teachers throughout the state and submit a report outlining proposed changes to the program based on the information.

**1A.20. (SDE-EIA: XI.A.1 Tech Prep)**

**House and Senate:** Amended proviso to change name "Tech Prep to Work-based learning program and to redirect \$75,000 from EIA funds for Tech Prep to Regional Education Centers mandated by the Education and Economic Development Act.

**1A.37. (SDE-EIA: Specialists in Unsatisfactory Schools)**

**Senate:** Deleted proviso and consolidated all technical assistance funds into one line item and all technical assistance provisos into 1A.44.

**1A.42. (SDE-EIA: Principal Specialists)**

**Senate:** Deleted proviso and consolidated all technical assistance funds into one line item and all technical assistance provisos into 1A.44.

**1A.47. (SDE-EIA: XI.A.4-Retraining Grants)**

**Senate:** Deleted proviso and consolidated all technical assistance funds into one line item and all technical assistance provisos into 1A.44.

**1A.48. (SDE-EIA: XI.F.2-School Improvement Council Assistance)**

**Senate:** Deleted proviso and consolidated all technical assistance funds into one line item and all technical assistance provisos into 1A.44.

**1A.50. (SDE-EIA: Unallocated Funds for Teacher Specialists)**

**Senate:** Deleted proviso and consolidated all technical assistance funds into one line item and all technical assistance provisos into 1A.44.

#### **1A.55. (SDE-EIA: National About Face Pilot Program)**

**Senate:** Deleted proviso and consolidated all technical assistance funds into one line item and all technical assistance provisos into 1A.44. Also increased funding from \$610,000 to \$930,000.

#### **1A.56. (SDE-EIA: High Schools that Work)**

**House and Senate:** Amended proviso to allow the Department of Education, school districts and special schools to carry forward unexpended funds from the prior fiscal year into the current fiscal year.

#### **1A.60. (SDE-EIA: After School Program/Homework Centers Allocation)**

**Senate:** Deleted proviso and consolidated all technical assistance funds into one line item and all technical assistance provisos into 1A.44.

#### **1A.65. (SDE-EIA: PACE Carry Forward)**

**Senate:** Deleted proviso allowing for a carry forward to funds for the PACE program and the Department of Juvenile Justice.

#### **1A.68. (SDE-EIA: 3 Year Technical Assistance Plan)**

**House:** Added proviso to require that no school that received technical assistance funding in FY2006-07 and that implemented a three-year technical assistance plan shall receive a reduction in funding in FY2006-07. After the three-year period, the Department will determine if the school has met measured progress, has fully implemented systemic reform and has built local education capacity to sustain academic achievement.

**Senate:** The proviso was amended to comply with Rule 24A of the Senate Rules to provide that no school that received technical assistance funding in Fiscal Year 2006-07 and that implemented a three-year technical assistance plan approved by the Department of Education will receive a reduction in those funds in Fiscal Year 2007-08. The House version of the proviso had been included in the Senate Finance Committee report; however, a point of order was raised and sustained that the proviso violated Rule 24A of the Senate Rules.

#### **1A.70. (SDE-EIA Teacher Supply Addition/EIA Cash Balance)**

**House:** Added a proviso to authorize carry forward EIA funds in 2006-07 to be used to increase the teacher supply allocation from \$250 to \$275 per teacher.

**Senate:** Amended proviso further to allocate EIA cash balance to the following initiatives:

- Increase teacher supply allocation from \$250 to \$275 per teacher;
- \$105,410 to Department of Juvenile Justice if the agency is not eligible to receive federal funds for teacher quality

- \$224,000 for Clemson University for developing standards for secondary agriculture programs.
- \$100,000 for implementing school district shared administration units at the Department of Education
- \$5,000,000 for piloting of “iAM” Statewide Student Laptop Program.

**1A.71. (SDE-EIA: XI-E.2.-Teacher Technology Proficiency)**

**Senate:** This proviso was moved from 1.25. to EIA to follow funds for program.

## **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee:** EIA and Improvement Mechanisms

**Date:** May 21, 2007

### **REPORT/RECOMMENDATION**

Fiscal Year 2008-09 Budget Process

### **PURPOSE/AUTHORITY**

Section 59-6-10 requires the Education Oversight Committee (EOC) to review and evaluate "all aspects of the Education Accountability Act and Education Improvement Act." Specifically, the EOC is directed to "make programmatic and funding recommendations to the General Assembly" and "recommend EAA and EIA program changes to state agencies and other entities as it considers necessary." To assist the EOC in its work, the law requires that "each state agency and entity responsible for implementing the Education Accountability Act and the Education Improvement Act funded programs shall submit to the Education Oversight Committee programs and expenditure reports and budget requests as needed and in a manner prescribed by the Education Oversight Committee."

### **CRITICAL FACTS**

Working with the Department of Education, the subcommittee proposes that an online survey be developed to meet the requirements of Section 59-6-10 and to assist the EOC in making its budget and proviso recommendations for Fiscal Year 2008-09. The format and contents of the survey would be maintained and annually updated.

### **TIMELINE/REVIEW PROCESS**

### **ECONOMIC IMPACT**

**Cost:** Fiscal Impact Not Calculated

**Fund/Source:**

### **ACTION REQUEST**

☐ For approval

☒ For information

### **ACTION TAKEN**

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)



## **EIA Program Report for Fiscal Year 2007-08**

To review the online survey, please follow these instructions.

1. Go to: <http://www>. (TO BE DETERMINED)
2. Type in the Program Code as assigned to each EIA-funded program by the EOC.

### **Explanation of Survey**

**Section 59-6-10 requires the Education Oversight Committee (EOC) to review and evaluate “all aspects of the Education Accountability Act and Education Improvement Act.” Specifically, the EOC is directed to “make programmatic and funding recommendations to the General Assembly” and “recommend EAA and EIA program changes to state agencies and other entities as it considers necessary.” To assist the EOC in its work, the law requires that “each state agency and entity responsible for implementing the Education Accountability Act and the Education Improvement Act funded programs shall submit to the Education Oversight Committee programs and expenditure reports and budget requests as needed and in a manner prescribed by the Education Oversight Committee.”**

Staff from the Department of Education and EOC have worked together to create the following survey. The focus of this survey is to determine the objectives, process, outputs and outcomes of each EIA-funded program. Policymakers are interested in knowing what the goals are of each program, what activities are conducted at the state level to reach these goals, what services are provided by the program and ultimately, what impact does the program have on educational achievement in South Carolina. For clarification, any references in the survey to the “current fiscal year” refer to the 2007-07 fiscal year. The “prior fiscal year” is FY2006-07, and the “next fiscal year” is FY2008-09.

To assist you in completing this survey, below is a glossary of terms. These terms mirror the United States Government Accountability Office (GAO) glossary for performance measurement and evaluation found at <http://www.gao.gov/new.items/d05739sp.pdf>.

The report should be completed and submitted by **October 1, 2007**. Answers do **NOT** have to be complete sentences; instead, bullets, phrases, etc., may be used. If you have any questions about the survey, please contact Melanie Barton at 734-6148 or Paul Horne at 734-8906.

## **Glossary**

**Objectives:** The identifiable purpose or set of goals for the program as determined by law, by elected official, or by a governing board.

**Process:** Type or level of program activities conducted to facilitate the program's performance in reaching the stated objectives. The activities should describe the activities taken by the entity administering the program to achieve the objectives. Examples would include training, monitoring, recruiting, etc.

**Outputs:** The direct products and services provided such as number of teachers attending professional development seminars, number of exams administered, number of students served, etc.

**Outcomes:** The results of the products and services provided using both quantifiable and qualitative evidence. Where appropriate, the outcomes should address student academic achievement. For example, test data, increase in minority participation, teachers hired, textbooks purchased, etc.

**EIA-Funded Program Name: (*Pre-Loaded*)**

**Current Fiscal Year EIA Allocation to this EIA-Program: (*Pre-Loaded*)**

**1. Name of person completing this survey and to whom EOC members may request additional information: \_\_\_\_\_**

**2. Contact Information for person completing this survey:**

**Telephone:** \_\_\_\_\_ (XXX) XXX-XXXX

**Email:** \_\_\_\_\_

**3. History of the program. Please mark the appropriate response.**

**This program ...**

- ☐ Was an original initiative of the Education Improvement Act of 1984
- ☐ Was created or implemented as part of the Education Accountability Act of 1998
- ☐ Has been operational for less than five years
- ☐ Is a new program implemented for the first time in the current fiscal year
- ☐ Was funded last fiscal year by general or other funds
- ☐ Other. Please explain. (200 characters)

**4. What South Carolina laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the South Carolina Code of Laws including Title, Chapter and Section numbers.**

*Code of Laws:* \_\_\_\_\_ (100 Characters)

*Proviso Number:* \_\_\_\_\_ (100 Characters)

**5. What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations.**

*Regulations:* \_\_\_\_\_

(200 Characters)

**6. Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?**

Yes \_\_\_\_

No \_\_\_\_

**7. What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program.**  
*(The goals or objectives should be in terms that can be quantified, evaluated and assessed.)*

**(3500 characters)**

**8. In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year?**

*(Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)*

**(5000 characters)**

**9. In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program?**  
*(Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)*

**(5000 characters)**

**10. What are the outcomes or results of this program?**

*(Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)*

**(5000 characters)**

**11. Program evaluations**

**a. What was the date of the last external or internal evaluation of this program?**

Date \_\_\_\_\_

No evaluation has been conducted \_\_\_\_\_(Check off)

**b. If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (2000 characters)**

**c. Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?**

Yes \_\_\_\_\_

No \_\_\_\_\_ (Why not?) (100 characters)

**The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.)**

**Please mark the appropriate response:**

**12. The total amount of EIA funds requested for this program for the next fiscal year will be:**

- ☐ **The same as appropriated in the current fiscal year's appropriation**
- ☐ **An increase over the current fiscal year's appropriation**
- ☐ **A decrease over the current fiscal year's appropriation**

**13. If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?**

\_\_\_\_\_

**14. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7? (3,500 Characters)**

**Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.**

<b>Funding Sources</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
EIA	\$	\$
General Fund	\$	\$
Lottery	\$	\$
Fees	\$	\$
Other Sources	\$	\$
Grant	\$	\$
Contributions, Foundation	\$	\$
Other (Specify)	\$	\$
Carry Forward from Prior Year	\$	\$
<b>TOTAL:</b>	<b>\$</b>	<b>\$</b>

<b>Expenditures</b>	<b>Prior Fiscal Year Actual</b>	<b>Current Fiscal Year Estimated</b>
Personal Service	\$	\$
Contractual Services	\$	\$
Supplies & Materials	\$	\$
Fixed Charges	\$	\$
Travel	\$	\$
Equipment	\$	\$
Employer Contributions	\$	\$
Allocations to Districts/Schools/Agencies/Entities	\$	\$
Other: Please explain	\$	\$
Balance Remaining	\$	\$
<b>TOTAL:</b>	<b>\$</b>	<b>\$</b>
<b># FTES:</b>		

**Thank you for completing this survey! Click "Submit" to register your response or "Save" to save your edits for later submission.**

## **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee: EIA and Improvement Mechanisms**

**Date: May 21, 2007**

### **REPORT/RECOMMENDATION**

Report on the Use of the Flexibility Provisos, 2006-07

### **PURPOSE/AUTHORITY**

Provisos 1.48. and 1A.46. of the 2006-07 General Appropriation Act allow school districts and special schools to transfer up to one hundred percent of funds between programs to any instructional program provided the funds are utilized for direct classroom instruction. Excluded are grant or technical assistance funds allocated directly to an individual school. The provisos require the EOC to "review the utilization of the flexibility provision to determine how it enhances or detracts from the achievement of the goals of the educational accountability system, including the ways in which school districts and the state organize for maximum benefit to classroom instruction, priorities among existing programs and services, and the impact on short, as well as, long-term objectives."

### **CRITICAL FACTS**

The Department of Education, in consultation with the EOC, developed the forms and procedures by which school districts transferred funds between programs. Quarterly, the Department provided copies of the transfers to the EOC. The EOC reviewed the actual transfer documents in Fiscal Year 2006-07 as well as compared the transfers to those made in prior fiscal years to determine what programs were reduced and increased pursuant to the provisions and what, if any, impact on educational achievement could be documented. The report will be provided to the General Assembly.

### **TIMELINE/REVIEW PROCESS**

### **ECONOMIC IMPACT**

**Cost:** Fiscal Impact Not Calculated

**Fund/Source:**

### **ACTION REQUEST**

☐ For approval

☒ For information

### **ACTION TAKEN**

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)



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## **Acknowledgements**

The Education Oversight Committee (EOC) acknowledges the significant contribution of Mellanie Jinnette of the Department of Education. Mrs. Jinnette promptly provided copies of the transfer documents each quarter.

## **PART ONE**

### **Background and Implementation**

For the past four years, the General Assembly has required the Education Oversight Committee (EOC) to review how school districts have utilized two provisos that allow districts the flexibility of transferring up to one hundred percent of funds appropriated for a specific program to any other program or programs as long as the funds are utilized for direct classroom instruction. Provisos 1.48. and 1A.46. of the 2006-07 General Appropriation Act state:

All school districts and special schools of this State may transfer up to one hundred percent of funds between programs to any instructional program provided the funds are utilized for direct classroom instruction. The South Carolina Department of Education must establish a procedure for the review of all transfers authorized by this provision. The details of such transfers must be provided to members of the General Assembly upon request. School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year to be used for the same purpose. All transfers executed pursuant to this provision must be completed by May first of the current fiscal year. All school districts and special schools of this State may expend funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, for any instructional program. The Education Oversight Committee shall review the utilization of the flexibility provision to determine how it enhances or detracts from the achievement of the goals of the educational accountability system, including the ways in which school districts and the state organize for maximum benefit to classroom instruction, priorities among existing programs and services, and the impact on short, as well as, long-term objectives. The State Department of Education shall provide the reports on the transfers to the Education Oversight Committee for the comprehensive review. This review shall be provided to the members of the General Assembly annually. Any grant or technical assistance funds allocated directly to an individual school may not be reduced or reallocated within the school district and must be expended by the receiving school only according to the guidelines governing the funds.

The flexibility provisions were enacted as a tool to assist school districts in addressing mid-year revenue shortfalls. First adopted in the 2002-03 General Appropriation Act were two provisos allowing school districts to transfer up to twenty percent of funds between programs to any instructional program with the same funding source and to carry forward any unexpended funds from the prior fiscal year into the current fiscal year. After additional mid-year revenue shortfalls in Fiscal Year 2002-03, the General Assembly in March of 2003 adopted a joint resolution, Act No. 102, allowing districts and special schools to transfer revenue between programs to any instructional program with the same funding source and to make "expenditures for direct classroom instructional programs and essential operating costs from any state source without regard to fund type with the exception of school building bond funds."

Subsequently, in the 2003-04 General Appropriation Act, the original flexibility provisos were amended to increase the amount of funds that could be transferred from twenty to one hundred percent, to allow funds to be transferred to programs regardless of funding sources, and to require the Education Oversight Committee to report on the utilization of the flexibility proviso. The 2004-05 General Appropriation Act further amended the proviso to prohibit any transfer of funds made directly to an individual school through a grant or technical assistance funds. Since Fiscal Year 2004-05, there have been no amendments to the provisos.

The flexibility provisos assign responsibility to both the Department of Education and the Education Oversight Committee. The Department of Education is required to implement the procedures for transferring funds between programs and to provide to the EOC copies of all transfer reports. The Education Oversight Committee is responsible for reviewing the utilization of the flexibility provisos and reporting to the General Assembly. In consultation with the EOC, the Department of Education developed the form and flexibility procedures for school districts to follow in requesting transfers.

The FY2006-07 forms and directions were originally posted on the Department of Education's website on September 19, 2006 and remained there for the entire year. In addition the Department included the flexibility procedures in the *2006-07 Funding Manual*. To assist school districts in completing the forms, the Department provided detailed sample accounting transactions. The Department reminded school business officials of the flexibility provision at professional meetings and online through the *Monthly Financial Aid Newsletters* beginning in February of 2007. As required by the provisos, all transfers were to be completed and submitted to the Department of Education by May 1, 2007. As in prior fiscal years, the Department of Education provided to the EOC quarterly copies of transfers submitted and approved.

As in prior years, two distinct forms were developed and used. One form was expressly designed to reflect transfers from the Barnwell (Children's Endowment) Fund and another form for all other transfers. Over the past four years, the forms developed and used by districts to request transfers have not changed. Districts submitting transfers had to include the name of the program and sub-fund that monies were to be transferred from, the current allocation, the amount of the transfer and the program to which the funds were to be allocated along with the sub-fund. Furthermore, districts were asked to attach a written justification of the transfer. Signatures of the chair of the local school district board and of the superintendent were also required on the transfer document.

Because the provisos specifically state that funds transferred must be utilized for direct classroom instruction, the Department of Education annually notified districts of allocations to specific programs that could not be reduced or eliminated. As explained by the Department in the Funding Flexibility Procedures for Fiscal Year 2006-07, districts may transfer up to 100% of funds between programs; however, federal funds, lottery funds and general funds (Education Finance Act funds) are excluded from the flexibility provisions as well as grants and technical assistance funds made directly to a school or district.

Furthermore, as in prior years, the Department clarified that additional appropriations were excluded from the flexibility provisions. According to the Funding Flexibility Procedures for Fiscal year 2006-07 as published in the *2006-07 Funding Manual*, the following appropriations were excluded:

<u>Program *</u>	<u>Revenue Code</u>
<b>EEDA 8<sup>th</sup> Grade Career Awareness</b>	<b>3117</b>
<b>EEDA Career Specialists</b>	<b>3118</b>
Refurbishment of K-8 Science Kits	3126
<b>Child Development Pilot Program</b>	<b>3134</b>
Junior Scholars Program	3523
NBC Salary Supplement	3532
Teacher of the Year	3533
Teacher Salary Increase	3550
Teacher Salary Increase Fringe	3555
<b>EAA Intervention and Assistance</b>	<b>3568</b>
Teacher Supplies	3577
Principal Salary/Fringe Increase	3582
Bus Driver Salary Supplement	3598

Note: Programs and revenue codes in bold type were added to the exclusion list for the first time in Fiscal Year 2006-07.

The above exclusions differ from those implemented in Fiscal Year 2005-06. First, added to the list of exemptions were funds for two new programs or initiatives: the Education Economic Development Act (EEDA) and the Child Development Education Pilot Program. Last year the specific line item allocations for teacher/curriculum specialists and principal leaders, and principal specialists were excluded. This year, due to changes in the allocation of EAA technical assistance funds, an all-encompassing exemption is provided for all intervention and assistance funds. These thirteen exclusions total \$231,873,931.23 in recurring and non-recurring EIA and general fund monies in Fiscal Year 2006-07.

<u>Program</u>	<u>Allocations or Line-Item Appropriations</u>
EEDA 8 <sup>th</sup> Grade Career Awareness	\$400,000.00
EEDA Career Specialists	\$9,834,258.07
Refurbishment of K-8 Science Kits *	\$1,060,955.00
Child Development Pilot Program	\$8,074,048.00
Junior Scholars Program	\$51,558.00
NBC Salary Supplement	\$41,707,488.05
Teacher of the Year	\$166,102.00
Teacher Salary Increase	\$94,314,650.00
Teacher Salary Increase Fringe	\$18,108,413.00
EAA Intervention and Assistance **	\$42,107,560.11
Teacher Supplies	\$12,500,000.00
Principal Salary/Fringe Increase	\$3,098,123.00
Bus Driver Salary Supplement	\$450,776.00
<b>TOTAL:</b>	<b>\$231,873,931.23</b>

\* Based upon allocations to school districts as of April 26, 2007

\*\* Another \$11.0 million in lottery funds was allocated to the EAA Intervention and Assistance.

Taking into account the above exclusions, school districts were allowed to transfer \$298,458,792 in funds between programs in Fiscal Year 2006-07. This amount does not reflect any funds carried forward by districts from FY06 into FY07. A few districts did request and were allowed to transfer carry forward funds from one program to another; however, the total amount of carry forward funds were not available or included in the \$298 million figure. The actual transfers are summarized in Appendix A.

In addition schools were allowed to transfer funds from their Children's Education Endowment Fund (Barnwell) allocation. As of August 23, 2006, the balance in the Children's Education Endowment Fund was \$14,000,976.78 statewide.<sup>1</sup> Of this amount, \$13,785,706.78 was available to school districts and \$215,270 to three state agencies that provide educational services, John de la Howe School, the Wil Lou Gray Opportunity School and the Department of Juvenile Justice.

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<sup>1</sup> State Department of Education, Office of Finance.  
<http://ed.sc.gov/agency/offices/finance/documents/SchoolBldgBalances3.xls>.

## PART TWO

### Utilization of Flexibility Provisos

The flexibility provisos require the EOC to “review the utilization of the flexibility provision to determine how it enhances or detracts from the achievement of the goals of the educational accountability system, including the ways in which school districts and the state organize for maximum benefit to classroom instruction, priorities among existing programs and services, and the impact on short, as well as, long-term objectives.” Because this is the fourth review of the flexibility provisos, the EOC specifically focused on the following issues to document any historical and quantifiable impact on utilization as a result of the flexibility provisos:

1. In Fiscal Year 2006-07 how many districts transferred funds from the Barnwell (Children’s Endowment) Fund? What did the transfers total? Compared to the prior fiscal years, were there more or fewer transfers?
2. In Fiscal Year 2006-07, how many districts transferred general fund or EIA allocations? Compared to prior fiscal years, are more or fewer districts using the flexibility option? Compared to prior fiscal years, are the districts that utilize the proviso the same or different districts in Fiscal Year 2006-07?
3. In Fiscal Year 2006-07, what was the total amount of EIA and general funds transferred by districts? What programs were decreased and increased as a result of the transfers? Compared to prior fiscal years, are these generally the same programs impacted by the flexibility provisos?

#### **Transfers from Barnwell (Children’s Endowment) Fund**

Chapters 143 and 144 of Title 59 of the South Carolina Code of Laws create and allocate funds from the Children’s Education Endowment Fund. Revenues from the nuclear waste disposal receipts are deposited by the State Treasurer into the Children’s Education Endowment Fund. Thirty percent of these monies must be allocated to Higher Education Scholarship Grants and expended as provided in Section 59-143-30. The remaining seventy percent must be allocated to Public School Facility Assistance and expended as provided in Chapter 144 of Title 59. Of these funds available to public schools, 35% are allocated based on the weighted pupil units, 35% on the EFA formula, 15% on a standardized assessment of districts’ needs and 15% based on an equalized effort. School districts are required to use the monies from the fund to construct, improve, enlarge or renovate facilities. The expressed legislative intent of the program is to provide adequate school facilities. The funds remain in the Children’s Education Endowment Fund at the State Treasurer’s Office until a district draws down its allocation, which must occur within six years of the initial authorization.

Through the flexibility provisos, school districts were given the ability to transfer funds from their Barnwell allocation to other programs. According to the Office of Finance at the Department of Education, as of August 23, 2006, the total balance in the Children’s Education Endowment Fund for school districts totaled \$13,785,706.78. It should be noted that of the eight-five districts, only fifty had any Barnwell funds to transfer in Fiscal Year 2006-07 because the other districts had already obligated or expended their allocations.

***Transfers FROM Barnwell (Children's Endowment) Fund***

<b>Fiscal Year</b>	<b>No. Districts Making Transfers</b>	<b>Amount Transferred</b>	<b>Total Available Funds To Be Transferred</b>	<b>% Transferred</b>
<b>2006-07</b>	<b>4</b>	<b>\$ 590,479.30</b>	<b>\$13,785,706.78</b>	<b>4.28%</b>
<b>2005-06</b>	<b>7</b>	<b>\$2,300,172.49</b>	<b>\$25,780,390.84</b>	<b>8.92%</b>
<b>2004-05</b>	<b>6</b>	<b>\$1,717,943.49</b>	<b>\$31,897,929.00</b>	<b>5.39%</b>
<b>2003-04</b>	<b>22</b>	<b>\$8,429,451.56</b>	<b>\$49,623,450.00</b>	<b>16.99%</b>

Source: Office of Finance, Department of Education.

The number of school districts opting to use the flexibility provisos to transfer Barnwell funds decreased from seven in Fiscal Year 2005-06 to four in Fiscal Year 2006-07 while the total amount of funds transferred also decreased by over \$1.7 million over 2005-06. 06. The amount of Barnwell funds that will be transferred in the future will likely continue to decline as less revenue is projected to be deposited into the account. And, as in the prior fiscal year, all funds transferred were reallocated to the General Fund. The General Fund includes those expenses related to the Education Finance Act, transportation for special needs students, school bus driver salaries, retiree insurance, fringe benefits, and health and dental benefits.

***Transfers of Barnwell (Children's Endowment) Fund TO***

<b>Fiscal Year</b>	<b>General Fund</b>	<b>% of Total</b>	<b>Academic Assistance</b>	<b>% of Total</b>
<b>2006-07</b>	<b>\$ 590,479.30</b>	<b>100.0%</b>		
<b>2005-06</b>	<b>\$2,300,172.49</b>	<b>100.0%</b>		
<b>2004-05</b>	<b>\$1,717,943.49</b>	<b>100.0%</b>		
<b>2003-04</b>	<b>\$8,301,654.66</b>	<b>98.48%</b>	<b>\$127,796.90</b>	<b>1.52%</b>

Appendix B in the appendix is a detailed list of the transfers approved from the Barnwell (Children's Endowment) Fund.

**Transfers from State Revenue and EIA Funded Programs**

In Fiscal Year 2006-07 sixty (60) school districts and one special school district, Palmetto United transferred \$25,885,195.11 from state revenue and EIA-funded programs. Of these 60 school districts, three also transferred funds from the Barnwell (Children's Endowment Fund). These transfers totaled approximately 8.67% of all Fiscal Year 2006-07 appropriated funds that were eligible to be transferred pursuant to the flexibility provisos. By district, the least amount transferred from any one program was \$488, and the largest transfer from one program was \$1,691,515. The largest total amount of transfers requested by any one school district was \$2,957,328. The least amount of transfers requested by any one school district was \$2,381. Appendix C is a detailed list of transfers by school district along with the justifications for the transfers..



**Transfers FROM State Revenue and EIA Programs**

<b>Fiscal Year</b>	<b>No. Districts Making Transfers *</b>	<b>Amount Transferred</b>	<b>Total Available Funds</b>	<b>% Transferred</b>
<b>2006-07</b>	<b>60</b>	<b>\$25,885,195.11</b>	<b>\$298,458,792</b>	<b>8.67%</b>
<b>2005-06</b>	<b>48</b>	<b>\$20,009,145.25</b>	<b>\$302,126,256</b>	<b>6.62%</b>
<b>2004-05</b>	<b>41</b>	<b>\$17,105,458.37</b>	<b>\$350,920,001</b>	<b>4.88%</b>
<b>2003-04</b>	<b>50</b>	<b>\$20,858,776.81</b>	<b>\$368,412,116</b>	<b>5.66%</b>

\* Excludes Palmetto Unified

Appendix D is a summary of all transfers by quarter and by program. In Fiscal Year 2005-06, 62% of all transfers were made during the last two months of the fiscal year. In Fiscal Year 2006-07, 51.08% of all transfers were made during the last two months of the fiscal year.

<b>Quarter</b>	<b>Transfers</b>	<b>% of All Transfers</b>
1 (July –September)	\$578,129.00	<b>2.23%</b>
2 (October-December)	\$2,226,630.30	<b>8.60%</b>
3 (January-March)	\$9,858,827.32	<b>38.09%</b>
4 (April-May)	<u>\$13,221,608.49</u>	<b>51.08%</b>
<b>TOTAL:</b>	<b>\$25,885,195.11</b>	

As in prior fiscal years, over 57% of all transfers in Fiscal Year 2006-07 were reallocations of monies appropriated for the Reduce Class Size program. The Education Accountability Act of 1998 included a provision of law, Section 59-63-65, that allowed districts reducing class size to fifteen students in grades one through three to be eligible for special funding. Allocations to districts were based on the average daily membership in grades one through three and on the number of students eligible for free and reduced-price lunch program. The law further requires a local match which is based on the Education Finance Act formula for districts receiving these funds. The reallocation of \$15,001,745.68 represented 58% of the original \$35.0 million appropriation to the program.

In Fiscal Year 2006-07 thirty-six districts made the decision to reallocate all of their Reduce Class Size allocations in Fiscal Year 2006-07 as compared to twenty-eight districts in Fiscal Year 2005-06. By transferring these funds, districts were also exempt from providing the local match. Districts increasing in student enrollment argued that maintaining a 15:1 ratio in grades 1 through 3 was impossible due to space and fiscal constraints. Similarly, some districts that were declining in enrollment argued that the 15:1 student: teacher ratio could be maintained using alternative funds like Title One funds. Other districts declining in student population argued that they could maintain a similar student: teacher ratio of 18:1 or 20:1 given the declining enrollment.

To summarize, school districts transferred funds from the following 22 programs in Fiscal Year 2006-07.

**FROM:**

CODE	Program Name:	Total	% of Total
301	High School Diploma	\$844,586.91	3.26%
305	Technology Initiative	\$19,000.00	0.07%
313	Parenting/Family Literacy	\$159,001.81	0.61%
315	Advanced Placement	\$2,310.00	0.01%
317	Advanced Placement-Singleton	\$565.00	0.00%
320	Gifted and Talented, Academic	\$327,121.00	1.26%
322	Gifted and Talented, Artistic	\$118,012.00	0.46%
325	Career and Technology Equipment	\$45,874.00	0.18%
327	Critical Teaching Needs	\$35,199.03	0.14%
334	Professional Development on Standards	\$141,594.80	0.55%
340	Early Childhood	\$199,220.98	0.77%
342	Early Intervention Preschool Handicapped	\$102,941.01	0.40%
346	Act 135 Academic Assistance, K-3	\$3,549,300.05	13.71%
349	Reading Recovery	\$2,890.23	0.01%
383	Summer School/Remediation	\$4,654,315.97	17.98%
391	Excellence in Middle Schools	\$237,881.40	0.92%
393	Reduce Class Size	\$15,001,745.68	57.95%
396	Alternative Schools	\$409,749.45	1.58%
399	Other EIA *	\$1,745.19	0.01%
916	ADEPT	\$19,094.74	0.07%
919	Education License Plates	\$1,253.37	0.00%
937	Student Health & Fitness	\$11,792.49	0.05%
	<b>TOTAL:</b>	<b>\$25,885,195.11</b>	

The districts transferred funds to the following 11 programs.

**TO:**

CODE	Program Name:	Total	% of Total
301	High School Diploma	\$5,490,288.47	21.21%
305	Technology Initiative	\$100,000.00	0.39%
320	Gifted and Talented, Academic	\$466,954.90	1.80%
322	Gifted and Talented, Artistic	\$25,845.60	0.10%
330	Handicapped Student Services	\$46,378.00	0.18%
340	Early Childhood	\$470,113.00	1.82%
346	Act 135 Academic Assistance, K-3	\$9,255,510.88	35.76%
348	Act 135 Academic Assistance, 4-12	\$9,028,289.60	34.88%
396	Alternative Schools	\$827,814.66	3.20%
960	K-5 Enhancement	\$104,000.00	0.40%
967	6-8 Enhancement	<u>\$70,000.00</u>	0.27%
	<b>TOTAL:</b>	<b>\$25,885,195.11</b>	

Approximately 70% of all funds transferred were reallocated to the Act 135 Academic Assistance program. Act 135 Academic Assistance funds are allocated to school districts for two purposes. A portion of the funds, Subfund 346, provides resources to fund the kindergarten through grade 3 early childhood development programs. These K-3 funds are allocated to districts based on the number of students in kindergarten through grade three who are eligible for free or reduced-price lunch program. The second component is Subfund 348 which is funding for direct academic assistance to students in grades 4 through 12. Each district receives funds based on two factors: (1) the number of students eligible for free or reduced-price lunch in grades 4 through 12; and (2) the district's four-year average for the number of students in grades four through twelve scoring below basic on PACT. School districts can expend Act 135 funds on practically any educational cost. According to the *2006-07 Funding Manual* published by the Department of Education, the only disallowed expenditures "include salaries for clerical aides and the costs of classroom furniture and noninstructional equipment (duplicating/copying equipment, operation and maintenance items, and typewriters). Building renovations and construction are specifically excluded as allowed expenditures." <sup>2</sup>

And, as in prior fiscal years, based on the forms provided by the Department of Education, all transfer requests were approved in a timely manner. Furthermore, all

<sup>2</sup> "2006-07 Funding Manual," Department of Education,  
[www.myschools.com/offices/finance/district\\_auditing/documents/PubFundManual2005.doc](http://www.myschools.com/offices/finance/district_auditing/documents/PubFundManual2005.doc).

transfers were submitted with a written justification. These justifications consistently focused on the need to reallocate funds to provide educational services to improve student achievement and to satisfy district objectives.

### **Non-Utilization of Flexibility Provisos**

Equally as instructive as the information on the transfers is the lack of utilization of the transfer flexibility provision. While 61 school districts requested a transfer of funds in Fiscal Year 2006-07, 24 school districts did not request any transfer of funds from either the Barnwell (Children's Endowments) Fund or from state or EIA-funded programs. As the following table illustrates, the number of districts which made transfer requests increased by 15% over the prior year. Fifty-seven school districts made transfers from only general and EIA-fund programs. Three districts transferred funds from the Barnwell (Children's Endowment) fund and from general and EIA-funded programs. Finally, one district transferred funds only from the Barnwell (Children's Endowment) funds.

<b>Fiscal Year</b>	<b>Number Districts Requesting Transfers</b>	<b>Number Districts Not Requesting Transfers</b>
<b>2006-07</b>	<b>61</b>	<b>24</b>
<b>2005-06</b>	<b>53</b>	<b>32</b>
<b>2004-05</b>	<b>43</b>	<b>42</b>
<b>2003-04</b>	<b>55</b>	<b>30</b>

**Excluded are special school districts.**

There remain only seven school districts that have not requested any transfers since Fiscal Year 2003-04. These districts represent large urban school districts and small rural districts as well as districts with varying fiscal authority.

### **Districts Not Requesting Any Transfer of Funds In Fiscal Year 2003-04, 2004-05, 2005-06 and 2006-07<sup>3</sup>**

<b>Berkeley</b>	Florence 5	Orangeburg 5
<i>Clarendon 3</i>	<b>Lexington 2</b>	
Fairfield	<b>Lexington 3</b>	

<sup>3</sup> Districts in bold have total fiscal independence while districts in italics have no fiscal authority. All other have limited fiscal autonomy. Source: The Relationship Between Fiscal Autonomy, Property Taxes and Student Performance Among South Carolina's School Districts prepared by Miley and Associates for the EOC, October 18, 2001.

<b>Review: Utilization of Flexibility Provisos</b>
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1. In Fiscal Year 2006-07 how many districts transferred funds from the Barnwell (Children's Endowment) Fund? What did the transfers total? Compared to the prior fiscal years, were there more or fewer transfers?  
Four districts transferred \$590,479.30 in Fiscal Year 2006-07, down from seven districts that transferred \$2,300,172.49 in Fiscal Year 2005-06. Three of the four districts also transferred general fund or EIA funds between programs.
  
2. In Fiscal Year 2006-07, how many districts transferred general fund or EIA allocations? Compared to prior fiscal years, are more or fewer districts using the flexibility option? Compared to prior fiscal years, are the districts that utilize the proviso the same or different districts in Fiscal Year 2006-07? Sixty districts and one special district transferred general fund or EIA allocations as compared to 48 districts in Fiscal Year 2005-06. As compared to prior years, more districts than ever before utilized the flexibility provisos. To date, only seven districts have not utilized the flexibility provisos in any fiscal year.
  
3. In Fiscal Year 2006-07, what was the total amount of EIA and general funds transferred by districts? What programs were decreased and increased as a result of the transfers? Compared to prior fiscal years, are these generally the same programs impacted by the flexibility provisos?  
In Fiscal Year 2006-07 districts transferred \$25,885,195.11 in EIA and general funds. As in prior years, almost 58% of all transfers were from the Reduce Class Size program. Thirty-six districts transferred 100% of their Reduce Class Size funds to other programs and initiatives. And, as in prior years, approximately 70% of all monies transferred were reallocated to the Act 135 Academic Assistance program.

## **PART THREE**

### **Impact on Achievement**

The flexibility provisos require that funds transferred must be expended on direct classroom instruction and that the Education Oversight Committee must determine how the proviso “enhances or detracts from the achievement of the goals of the educational accountability system.” To address these issues, the EOC focused on the following research questions:

#### Impact on Academic Achievement

Did school districts that consistently utilized the flexibility provisos experience declines or improvement in student academic achievement over time?

Is there any significant difference in academic achievement between school districts that consistently utilized the flexibility provisos and school districts that did not consistently utilize the flexibility provisos?

#### Impact on Per Pupil Expenditures for Instruction

In school districts that consistently utilized the flexibility provisos, have the per pupil expenditures for instruction increased or decreased?

Is there any significant difference in per pupil expenditures for instruction between school districts that consistently utilized the flexibility provisos and school districts that did not consistently utilize the flexibility provisos?

#### Impact on Student-teacher Ratios and Third Grade PACT Scores

Because approximately two-thirds of all funds transferred by districts have historically been transferred from the Reduce Class Size program to other purposes, what has been the impact on student-teacher ratios in primary and elementary schools in school districts that have consistently utilized the flexibility provisos to transfer their district's entire allocation for Reduce Class Size funds to other programs?

What has been the impact, if any, on academic achievement as measured by Third Grade Palmetto Achievement Challenge Tests (PACT) scores in these districts that have transferred their Reduce Class Size program funds?

Districts that “consistently utilized the flexibility provisos” are defined as those school districts that in Fiscal Year 2003-04, 2004-05 and 2005-06 transferred Barnwell (Children’s Endowment) Fund, EIA or general fund monies from one program to another. Excluded from the analysis were districts that utilized the flexibility provisos in 2006-07 because achievement and expenditure data are not yet available for the current school year. The following thirty-two school districts are districts that “consistently utilized the flexibility provisos.” Three districts (Lexington 1, Spartanburg 3 and Spartanburg 5) previously had utilized the flexibility provisos in 2003-04 and 2004-05 but not in 2005-06.

**Districts that Consistently Utilized the Flexibility Provisos  
FY04 through FY06**

Aiken	Chester	Greenwood 50	Marion 1
Allendale	Chesterfield	Greenwood 51	Marion 2
Anderson 2	Colleton	Hampton 2	Pickens
Anderson 3	Dillon 1	Horry	Richland 1
Anderson 5	Dillon 2	Jasper	Spartanburg 1
Barnwell 19	Dillon 3	Lancaster	Spartanburg 2
Barnwell 45	Florence 1	Laurens 56	Spartanburg 4
Beaufort	Florence 2	Lee	Sumter 17

**Impact on Academic Achievement**

The first issue is to determine if funds transferred between programs were expended in a manner that improved and did not detract from the educational achievement of children. Did school districts that consistently utilized the flexibility provisos experience declines or improvement in student academic achievement over time? Is there any significant difference in academic achievement between school districts that consistently utilized the flexibility provisos and school districts that have not consistently utilized the flexibility provisos? To address these questions, the following analysis focuses on the absolute rating of school districts between 2002 and 2006 as reported on the annual school district report cards.

Appendix E documents the absolute rating for all school districts between 2002 and 2006. The 2003 absolute rating reflects the academic progress made by students during school year 2002-03. In Fiscal Year 2002-03 districts initially were allowed the flexibility to transfer up to 20% of funds in a program. During the legislative session the flexibility was extended to 100%. The 2004 absolute rating reflects the academic progress made by students during school year 2003-04, the first year that districts were given the option to transfer up to 100% of funds between programs at the beginning of the fiscal year. The 2005 absolute rating reflects the academic progress made by students during the 2004-05 school year and the 2006 absolute rating reflects the academic progress made by students during the 2005-06 school year.

The thirty-two districts in the state that consistently utilized the flexibility provisos in 2003-04, 2004-05 and 2005-06 had the following absolute ratings in years 2004 through 2006.

**Number of Districts that Consistently Utilized Flexibility Provisos  
FY04 through FY06**

<b>ABSOLUTE RATING</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>
Excellent	0 (0%)	0 (0%)	4 (13%)
Good	1 (3%)	11 (34%)	12 (38%)
Average	18 (56%)	15 (47%)	12 (38%)
Below Average	6 (19%)	3 (9%)	4 (13%)
Unsatisfactory	7 (22%)	3 (9%)	0 (0%)
<b>TOTAL</b>	<b>32</b>	<b>32</b>	<b>32</b>

Spartanburg 4 was the only district with an absolute rating of Good in 2006. In 2004 only 13% of the districts had an absolute rating of Below Average or Unsatisfactory. In 2006 41% of the districts had an absolute rating of Below Average or Unsatisfactory.

Because the 2006 annual district report cards reflected declines in the absolute rating in many school districts in South Carolina, two questions arise. First, are the declines in the absolute rating of school districts that consistently utilized the flexibility provisos reflective of all other school districts in the state? And, second, do the school districts that consistently utilized the flexibility provisos reflect the statewide percentages of districts with an absolute rating of Excellent, Good, Average, Below Average and Unsatisfactory?

First, between 2005 and 2006 nineteen or 59% of the 32 districts that consistently utilized the flexibility provisos experienced declines in the absolute rating with 12 or 38% having the same absolute rating in both years. Three school districts declined from Average in 2005 to Unsatisfactory in 2006, Dillon 2, Marion 1, and Marion 2. One school district, Lee improved its absolute rating from Unsatisfactory in 2005 to Below Average in 2006. Two districts, Allendale and Hampton 2 that consistently utilized the flexibility provisos in FY04, FY05 and FY06 had an absolute rating of Unsatisfactory in both 2005 and 2006.

For comparison purposes, of the remaining fifty-three (53) school districts that did not consistently utilize the flexibility provisos, 32 or 60% experienced declines in their absolute ratings while 20 or 38% experienced no change in their absolute ratings. Two districts declined from Good in 2005 to Below Average in 2006, Union and Charleston. One district, Florence 4, improved its absolute rating from Unsatisfactory to Below Average. With the release of the 2007 report card, additional data can be analyzed to determine any long-term trends in academic achievement among districts that consistently utilize the flexibility provisos.

**Change in Absolute District Ratings between 2005 and 2006 For Districts that  
Consistently Utilized the Flexibility Provisos  
in FY04, FY05 and FY06 \***

<b>Absolute Rating Declined N=19</b>	<b>Absolute Rating Improved N=1</b>	<b>Absolute Rating Remained Same N=12</b>
Aiken, Anderson 2, Anderson 5, Barnwell 19, Chester, Colleton, Dillon 2, Florence 1, Florence 2, Greenwood 50, Horry, Jasper, Lancaster, Marion 1, Marion 2, Pickens, Richland 1, Spartanburg 1, Spartanburg 2	Lee	Allendale, Anderson 3, Barnwell 45, Beaufort, Chesterfield, Dillon 1, Dillon 3, Greenwood 51, Hampton 2, Laurens 56, Spartanburg 4, Sumter 17



### Change in Absolute Rating from 2005 to 2006

Districts	Number Declined	Number With No Change	Number Improved	Total
Consistently Utilized Flexibility Provisos	19 (59%)	12 (38%)	1 (3%)	32
All Other Districts	32 (60%)	20 (38%)	1 (2%)	53

Second, the following charts compare the distribution of districts by absolute rating in 2006 and 2005 and by their utilization of the flexibility provisos.

### 2006 District Report Card Ratings

Absolute Rating	Number of Districts that Consistently Utilized Flexibility Provisos (n=32)	All other Districts (n=53)
Excellent	0 (0%)	3 (6%)
Good	1 (3%)	3 (6%)
Average	18 (56%)	24 (45%)
Below Average	6 (19%)	19 (36%)
Unsatisfactory	7 (22%)	4 (8%)

### 2005 District Report Card Ratings

Absolute Rating	Number of Districts that Consistently Utilized Flexibility Provisos (n=32)	All other Districts (n=53)
Excellent	0 (0%)	5 (9%)
Good	11 (34%)	18 (34%)
Average	15 (47%)	18 (34%)
Below Average	3 (9%)	11 (21%)
Unsatisfactory	3 (9%)	1 (2%)

The above data reveal the following. In 2005 34% of the school districts that utilized the flexibility proviso had an absolute rating of Good which was the same as all other school districts in the state. That comparison changed in 2006 when only 3% of the school districts that utilized the flexibility provisos had an absolute rating of Good as compared to 6% for all other districts. In both years, no school district that consistently utilized the flexibility provisos had an absolute rating of Excellent as compared to 6% of all other districts in 2005 and 9% in 2006. On the other hand, in both 2006 and 2005, a smaller percentage of school districts that consistently utilized the flexibility provisos had an absolute rating of Below Average or Unsatisfactory compared to the percentage of all

other districts. In 2006, 41% of all districts that utilized the flexibility provisos had an absolute rating of Below Average or Unsatisfactory as compared to 44% of all districts that did not utilize the flexibility provisos. In 2005, 18% of all districts that utilized the flexibility provisos had an absolute rating of Below Average or Unsatisfactory as compared to 23% of all other districts.

To provide even more comparisons between districts that consistently utilized the flexibility provisos with districts that did not, the absolute indices for both sets of districts were analyzed. "The absolute index is calculated using a mathematical formula in which point weights are assigned to the rating criteria."<sup>4</sup> The index values then determine the absolute ratings of Excellent, Good, Average, Below Average and Unsatisfactory. Appendix F and Appendix G document the indices for each set of districts. The data show that typically, districts that did not consistently utilize the flexibility provisos had higher maximum indices than did districts that did utilize the flexibility provisos. This is consistent with the fact that only schools with an absolute rating of Excellent were districts that did not utilize the flexibility provisos. The median absolute index for both groups of districts in 2006, 2005 and 2004 are equivalent, and the mean absolute index for both groups of districts are comparable.

<b>Absolute Indices</b>	<b>Districts that Consistently Utilized the Flexibility Provisos (n=32)</b>	<b>Districts that DID NOT Consistently Utilize the Flexibility Provisos (n=53)</b>
<b>2006</b>	<b>Mean = 2.8</b> <b>Std Deviation = .41</b> <b>Median = 2.9</b> <b>Mode = 3.2</b> <b>Maximum = 3.4</b> <b>Minimum = 1.5</b>	<b>Mean = 2.9</b> <b>Std Deviation = .40</b> <b>Median = 2.9</b> <b>Mode = 3.1</b> <b>Maximum = 3.8</b> <b>Minimum = 1.8</b>
<b>2005</b>	<b>Mean = 3.0</b> <b>Std Deviation = .36</b> <b>Median = 3.0</b> <b>Mode = 3.0</b> <b>Maximum = 3.4</b> <b>Minimum = 2.0</b>	<b>Mean = 3.0</b> <b>Std Deviation = .39</b> <b>Median = 3.0</b> <b>Mode = 3.3</b> <b>Maximum = 4.0</b> <b>Minimum = 2.2</b>
<b>2004</b>	<b>Mean = 3.0</b> <b>Std Deviation = .33</b> <b>Median = 3.1</b> <b>Mode = 2.9</b> <b>Maximum = 3.5</b> <b>Minimum = 2.3</b>	<b>Mean = 3.1</b> <b>Std Deviation = .35</b> <b>Median = 3.1</b> <b>Mode = 3.3</b> <b>Maximum = 3.8</b> <b>Minimum = 2.2</b>

<sup>4</sup> Education Oversight Committee. *The 2006-20007 Annual School and District Report card System for South Carolina Public Schools and School Districts*, June 2006.

Second, the districts that did not consistently utilize the flexibility provisos had mean district sizes that were larger than districts that utilized the flexibility provisos. Appendices H and I document the enrollments across years for districts that consistently utilized the flexibility provisos and districts that did not. In 2006 approximately, 64% or almost two-thirds of the state's public school students resided in districts that did not consistently utilize the flexibility provisos. And, the districts that did not utilize the flexibility provisos increased in enrollment at a greater percentage overall than districts that utilized the flexibility provisos.

<b>Enrollment</b>	<b>Districts that Consistently Utilized the Flexibility Provisos (n=32)</b>	<b>Districts that DID NOT Consistently Utilize the Flexibility Provisos (n=53)</b>
<b>State % Increase between 2003 and 2006 5.40%</b>	<b>% Increase 2003 to 2006 4.84%</b>	<b>% Increase 2003 to 2006 5.72%</b>
<b>2006</b>	<b>Total = 250,263 Mean = 7,821</b>	<b>Total = 445,004 Mean = 8,396</b>
<b>2005</b>	<b>Total = 240,344 Mean = 7,511</b>	<b>Total = 428,436 Mean = 8,084</b>
<b>2004</b>	<b>Total = 239,457 Mean = 7,483</b>	<b>Total = 424,982 Mean = 8,019</b>
<b>2003</b>	<b>Total = 238,703 Mean = 7,459</b>	<b>Total = 420,937 Mean = 7,942</b>

Finally, looking at leadership, districts that did not consistently utilize the flexibility provisos had a slighter higher percentage of superintendents who were the same individuals between 2003 and 2006 as compared to districts that consistently utilized the flexibility provisos. This analysis was based on the name of the superintendent on the district's annual school report card which includes the names of interim and acting superintendents. Appendix J lists the number of superintendents listed on the district report card for each district between 2003 and 2006. Approximately 47% of the districts that consistently utilized the flexibility provisos had at least one change in superintendents between 2003 and 2006 as compared to 39% of all other districts. On the other hand, a smaller percentage of districts that consistently utilized the flexibility provisos had at least three superintendents during the same period as compared to other districts. The data support the theory that consistency in leadership would exist in districts that plan and utilize the flexibility provisos.

<b>Leadership</b>	<b>Districts that Consistently Utilized the Flexibility Provisos (n=32)</b>	<b>Districts that DID NOT Consistently Utilize the Flexibility Provisos (n=53)</b>
Same superintendent in 2003, 2004, 2005, & 2006	<b>17 (53%)</b>	<b>32 (60%)</b>
Two superintendents in 2003, 2004, 2005 & 2006	<b>13 (41%)</b>	<b>15 (28%)</b>
Three superintendents in 2003, 2004, 2005 & 2006	<b>2 (6%)</b>	<b>6 (11%)</b>
New superintendent each year	<b>0 (0%)</b>	<b>0 (0%)</b>

#### **REVIEW: Impact on Academic Achievement**

Did school districts that consistently utilized the flexibility provisos experience declines or improvement in student academic achievement over time?

Based upon absolute district ratings between 2004 and 2006, schools that consistently utilized the flexibility provisos experienced declines in student academic achievement. In 2004 13% of the districts that consistently utilized the flexibility provisos had absolute ratings of Below Average or Unsatisfactory, and in 2005, 18% had rating of Below Average or Unsatisfactory. In 2006, 41% of the districts that consistently utilized the flexibility provisos had absolute performance ratings of Below Average or Unsatisfactory.

Is there any significant difference in academic achievement between school districts that consistently utilized the flexibility provisos and school districts that did not consistently utilize the flexibility provisos?

Comparing absolute district ratings and absolute indices, there is no significant difference in academic achievement between school districts that consistently utilized the flexibility provisos and districts that did not. In 2006 41% of districts that consistently utilized the flexibility provisos had absolute ratings of Below Average or Unsatisfactory as compared to 44% of all other districts. The mean absolute index for districts that consistently utilized the flexibility proviso was 2.8 in 2006. The mean absolute index for districts that did not consistently utilize the flexibility proviso was 2.9 in 2006. The median absolute index was the same for both sets of districts in 2004, 2005 and 2006.

### **Impact on Per Pupil Expenditures for Instruction**

The flexibility provisos require that *“all school districts and special schools of this State may transfer up to one hundred percent of funds between programs to any instructional program provided the funds are utilized for direct classroom instruction.”* The assumption is that funds expended on direct classroom instruction will fund instructional salaries, supplies and materials. In turn, greater investment in the classroom and in direct instruction will improve the academic performance of students. Two states, Georgia and Texas, have enacted the “65 percent solution” that requires school districts to spend at least 65% of their budget on classroom expenses.

According to the Department of Education, In\$ite is a “means of consistently organizing expenditure information by district and school.”<sup>5</sup> The expenditure data reflects all federal, state and local funds and is organized according to five major spending categories: Instruction, Instructional Support, Operations, Other Commitments and Leadership. Instruction reflects expenditures for face-to-face teaching and classroom materials and supplies. Excluded from all expenditures in In\$ite are capital and out-of-district obligations. Expenditure items for instruction include instructional teachers, substitutes, instructional paraprofessionals, pupil-use technology and software and instructional materials and supplies. As of May 1, 2007 In\$ite data was available for Fiscal Years 2001-02 through 2004-05 only.

To gain a broader perspective on the issue of school districts’ ability to increase per pupil expenditures for instruction, several data sources were consulted. Appendix K uses In\$ite data for FY03, FY04 and FY05 to compare per pupil expenditures for instruction across all school districts. Shaded districts are the thirty-two districts that consistently utilized the flexibility provisos. In\$ite data for 2002-03 was used as the baseline data. To reiterate, these expenditures include state, local and federal funds for education. Appendix L focuses on the per pupil expenditures for instruction across school districts that consistently utilized the flexibility provisos and includes the percentage of total expenditures for instruction as documented on In\$ite. It should be noted that according to the Department of Education, expenditures for teacher specialists are reflected in In\$ite data in the district that receives the teacher specialists services. Appendix M documents the percentage of total expenditures for instruction, instructional support, operations, other commitments and leadership for school districts that consistently utilized the flexibility provisos. Appendix N is the per pupil expenditures for instruction across school districts that did not consistently utilize the flexibility provisos as documented on In\$ite. is the per pupil expenditures for instruction across school districts that did not consistently utilize the flexibility provisos and also includes the percentage of total expenditures for instruction as documented on In\$ite. Finally, based on the annual Statement of Revenues as provided by the Department of Education, Appendix N documents compares the total local, state and federal revenues for each district in 2002-03 with total revenues in 2004-05

The data on the thirty-two districts that consistently utilized the flexibility proviso were analyzed.

- Comparing each district’s per pupil expenditures for instruction in 2002-03 to its per pupil expenditures for instruction in 2004-05, six of the thirty-two districts or 19% had lower per pupil expenditures for instruction in 2004-05 than in 2002-03.

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<sup>5</sup> “What is In\$ite?” Department of Education. <http://www.myschools.com/offices/finance/WhatisIn.doc>.

- Of these six districts, based upon the 2005 annual school and district report cards, two of these districts had an absolute performance rating of Unsatisfactory and one had an absolute performance rating of Below Average. Two had an absolute performance rating of Average, and one, Good.
- In these six districts, the minimum decline in per pupil expenditures for instruction was \$72 in Hampton 2 while the maximum decline in per pupil expenditure for instruction was \$410 in Jasper. The mean decline across these six districts was \$198.
- Of these six districts, two had a net decline in total local and state revenues in 2004-05 as compared to 2002-03. Four had a net increase in state and local revenues.
- Comparing each district's per pupil expenditures for instruction in 2002-03 to its per pupil expenditures for instruction in 2004-05, twenty-six of the thirty-two districts or 81% had higher per pupil expenditures for instruction in 2004-05 than in 2002-03.
  - Of the twenty-six districts that increased the per pupil expenditures for instruction in 2004-05, one had an absolute performance rating of Unsatisfactory and three had an absolute performance rating of Below Average on the 2005 annual school and district report cards. Twelve had an absolute performance rating of Average and ten, Good.
  - In these twenty-six districts, the maximum increase in per pupil expenditure for instruction was \$979 in Laurens 56 while the minimum increase in per pupil expenditures for instruction was \$72 in Marion 1.
  - Of these twenty-six districts, seven or 27% had a net decline in overall state and local revenues. Colleton had a net decline in both state and local revenues. Nineteen had a net increase in state and local revenues.
- Overall, for the thirty-two school districts:
  - Comparing the 2004-05 per pupil expenditure for instruction with the 2002-03 per pupil expenditures for instruction across the thirty-two districts, the mean change in per pupil expenditures for instruction was an increase of \$233.
  - Comparing the percentage of total expenditures in instruction in 2004-05 with the percentage of total expenditures in instruction in 2002-03, twenty-one of the thirty-two school districts or 66% had an actual decline in the percentage of total funds expended on instruction. Three of these districts had declines in excess of 4%. Only two districts, Marion 2 and Richland 1, had an increase in the percentage of total dollars expended on instruction of greater than 2%. (Appendix L)

- Of the thirty-two districts, nine or 28% had a net decline in state and local revenues between 2004-05 and 2002-03.

**Districts that Consistently Utilized the Flexibility Provisos  
(n=32)**

<b>Number of Districts that Increased Per Pupil Expenditures for Instruction</b>	<b>26 (81%)</b>	<u>2005 Absolute Rating:</u> Unsatisfactory 1 Below Average 3 Average 12 Good 10 Excellent 0
Minimum Increase	<b>\$72</b>	
Maximum Increase	<b>\$979</b>	
Mean Increase	<b>\$332</b>	
<b>Number of Districts that Reduced Per Pupil Expenditures for Instruction</b>	<b>6 (19%)</b>	<u>2005 Absolute Rating:</u> Unsatisfactory 2 Below Average 1 Average 2 Good 1 Excellent 0
Minimum Decrease	<b>(\$72)</b>	
Maximum Decrease	<b>(\$410)</b>	
Mean Decrease	<b>(\$198)</b>	
<b>ALL DISTRICTS (32) Mean Change in per pupil expenditures for instruction</b>	<b>\$233</b>	

Focusing on these districts that consistently utilized the flexibility provisos, additional analysis of In\$ite data was conducted to determine how district spending changed from 2002-03 to 2004-05. Appendix M reveals the following. Comparing In\$ite data for 2004-05 and 2002-03, twenty-one of the thirty-two districts that consistently utilized the flexibility provisos had a decline in the percentage of total expenditures for instruction. Of the twenty-one districts that had a decline in the percentage of total expenditures for instruction between 2002-03 and 2004-05, nineteen increased the percentage of total expenditures on instructional support, eighteen increased the percentage of total expenditures on operations, and ten increased the percentage of total expenditures on leadership. In comparison, of the eleven districts that had an increase in the percentage of total expenditures for instruction between 2002-03 and 2004-05, 7 reduced the percentage of expenditures on instructional support and leadership and 5 reduced the percentage of expenditures on operations. One district, Richland 1, increased the percentage of total expenditures for instruction while reducing the percentage of expenditures in all other areas – instructional support, operations and leadership.

### Districts that Consistently Utilized the Flexibility Provisos

	Reduced % of Total Expenditures for Instruction	Increased % of Total Expenditures for Instruction
<b>Number (n=)</b>	<b>21</b>	<b>11</b>
<b>Increased % of Total Expenditures for:</b>		
<b>Instructional Support</b>	19 (90%)	4 (36%)
<b>Operations</b>	18 (86%)	6 (55%)
<b>Leadership</b>	10 (48%)	4 (36%)
<b>Decreased % of Total Expenditures for:</b>		
<b>Instructional Support</b>	2 (10%)	7 (64%)
<b>Operations</b>	3 (14%)	5 (45%)
<b>Leadership</b>	11 (52%)	7 (64%)

Appendix N focuses on the per pupil expenditures for instruction across school districts that did not consistently utilize the flexibility provisos. Of the fifty-three districts that did not consistently utilize the flexibility provisos:

- Five districts or 9% experienced a decline in per pupil expenditures for instruction when comparing the per pupil expenditures for instruction in 2002-03 versus the per pupil expenditures for instruction in 2004-05. The declines ranged from \$2 to \$411 with a mean decline of \$149. Two of these school districts, Union and Saluda, had a net reduction in state and local revenues between 2004-05 and 2002-03.
- Based upon the 2005 annual school and district report cards, these fifty-three school districts had the following absolute performance ratings: 5 were Excellent; 18 were Good; 19 were Average; 10 were Below Average; and 1 was Unsatisfactory.
- Of the fifty-three districts, forty-eight (48) districts experienced an increase in per pupil expenditures for instruction. Of these forty-eight, nine districts experienced an increase in the per pupil expenditures for instruction despite having a net decline in state and local revenues: Cherokee, Williamsburg, Marion 7, Marlboro, Orangeburg 3, Spartanburg 5, Edgefield, Laurens 55, and Florence 3. Across these 48 districts, the minimum increase was \$10 and the maximum, \$1,398 in Bamberg with an average increase across these forty-eight districts of \$291. If Bamberg 2 is excluded from the mean as being an outlier, having a disproportionate increase in its per pupil expenditure, the average increase for the remaining forty-seven districts is \$267.
- Of the fifty-three districts, twelve (12) districts increased the percentage of total expenditures on instruction when comparing the 2004-05 and 2002-03 years.



- Overall, comparing the 2004-05 per pupil expenditure for instruction against the 2002-03 per pupil expenditures for instruction across the fifty-three districts that did not consistently utilize the flexibility provisos, the mean change in per pupil expenditures for instruction was an increase of \$332.

**Districts that DID NOT Consistently Utilize the Flexibility Provisos  
(n=53)**

<b>Number of Districts that Increased Per Pupil Expenditures for Instruction</b>	<b>48 (91%)</b>	<u>2005 Absolute Rating:</u> Unsatisfactory 0 Below Average 10 Average 17 Good 16 Excellent 5
Minimum Increase	<b>\$10</b>	
Maximum Increase	<b>\$1,398</b>	
Mean Increase	<b>\$291</b>	
<b>Number of Districts that Reduced Per Pupil Expenditures for Instruction</b>	<b>5 (9%)</b>	<u>2005 Absolute Rating:</u> Unsatisfactory 1 Below Average 0 Average 2 Good 2 Excellent 0
Minimum Decrease	<b>(\$2)</b>	
Maximum Decrease	<b>(\$411)</b>	
Mean Decrease	<b>(\$149)</b>	
<b>ALL DISTRICTS (53) Mean Change in per pupil expenditures for instruction</b>	<b>\$250</b>	

Comparing the data for both sets of districts reveals the following. Districts that consistently utilized the flexibility provisos had similar increases and decreases in per pupil expenditures for instruction as did districts that did not consistently utilize the flexibility provisos. However, nineteen percent of the districts that consistently utilized the flexibility provisos experienced declines in per pupil expenditures for instruction as compared to 9% of all other school districts. This variation can be explained by the fact that ten or 31% of the districts that consistently utilized the flexibility provisos had net declines in state and local revenues as compared to 21% of the other districts. Sixty-nine percent (69%) of the districts that consistently utilized the flexibility provisos experienced declines in the percentage of total expenditures for instruction between 2002-03 and 2004-05. On the other hand, 77% of districts that did not consistently utilize the flexibility provisos had a lower percentage of total expenditures for instruction in 2004-05 as compared to 2002-03.

	Districts Consistently Utilizing Flexibility Provisos	Districts <b>NOT</b> Consistently Utilizing Flexibility Provisos
<b>TOTAL NUMBER</b>	<b>32</b>	<b>53</b>
<b>Number of Districts Increasing Per Pupil Expenditures for Instruction</b>	<b>26 (81%)</b>	<b>48 (91%)</b>
<b>Number of District Decreasing Per pupil Expenditures for Instruction</b>	<b>6 (19%)</b>	<b>5 (9%)</b>
<b>Number of Districts Having Net Decline in Local &amp; State Revenues</b>	<b>10 (31%)</b>	<b>11 (21%)</b>
<b>Number of Districts Increasing Percentage of Total Expenditures on Instruction</b>	<b>11 (34%)</b>	<b>12 (23%)</b>
<b>Number of Districts Reducing Percentage of Total Expenditures on Instruction</b>	<b>21 (66%)</b>	<b>41 (77%)</b>
<b>Maximum Increase</b>	<b>\$979</b>	<b>\$1,398</b>
<b>Mean Increase</b>	<b>\$332</b>	<b>\$291</b>
<b>Minimum Increase</b>	<b>\$72</b>	<b>\$10</b>
<b>Minimum Decrease</b>	<b>(\$72)</b>	<b>(\$2)</b>
<b>Maximum Decrease</b>	<b>(\$410)</b>	<b>(\$411)</b>
<b>Mean Decrease</b>	<b>(\$198)</b>	<b>(\$149)</b>
<b>Mean Change for all Districts</b>	<b>\$233</b>	<b>\$250</b>

#### **REVIEW: Impact on Per Pupil Expenditures for Instruction**

In school districts that consistently utilized the flexibility provisos, have the per pupil expenditures for instruction increased or decreased?

Approximately 81% of districts that consistently utilized the flexibility provisos increased the per pupil expenditures for instruction between 2004 and 2006. However, 66% or two-thirds of these districts reduced the percentage of total expenditures on instruction.

Is there any significant difference in per pupil expenditures for instruction between school districts that consistently utilized the flexibility provisos and school districts that did not consistently utilize the flexibility provisos?

With the data available, no significant difference in per pupil expenditures for instruction exists between school districts that consistently utilized the flexibility provisos and school districts that did not. Districts that consistently utilized the flexibility provisos increased the total per pupil expenditure on instruction by \$233 as compared to districts that did not consistently utilize the flexibility provisos increased the total per pupil expenditure by \$250. Statewide, the data raise the issue that the majority of school districts expended less of their total per pupil expenditures on instruction in 2004-05 as compared to 2002-03.

### **Student-Teacher Ratios and Third Grade PACT Scores**

In Fiscal Years 2003-04, 2004-05 and 2005-06, eighteen school districts that utilized the flexibility provisos chose to transfer 100% of their state allocation for Reduce Class Size to other programs in each fiscal year. These eighteen districts were:

Allendale	Greenwood 50	Marion 1
Anderson 2	Hampton 2	Marion 2
Anderson 3	Jasper	Pickens
Beaufort	Lancaster	Spartanburg 2
Chester	Laurens 56	Spartanburg 4
Florence 2	Lee	Sumter 17

Reduce Class Size funds were originally appropriated to reduce class size in grades one through three. To receive the funds, local school districts were required to “match” the state allocation. Moreover, over two-thirds of all funds appropriated for Reduce Class Size programs were transferred pursuant to the flexibility provisos.

According to the Education Commission of the States, “research tends to support the notion that smaller classes in the early grades promote effective teaching and learning. While not all studies on the subject have shown that students learn more in smaller settings, most studies have found benefits.”<sup>6</sup> Others contend that “the costs of reducing class size are prohibitively high, and that the money would be better spent supporting other types of reform. If districts hire the most qualified teachers and support them with ongoing professional development, class size becomes an irrelevant issue, say some critics of the push toward smaller classes.”<sup>7</sup>

To determine the impact of the flexibility provisos on student-teacher ratios in school districts that consistently utilized the flexibility provisos to transfer their district’s entire allocation for Reduce Class Size funds to other programs, the student-teacher ratios in all primary and elementary schools in these districts were analyzed to determine if the ratios have increased, declined or remained consistent. A weighted student-teacher ratio for all primary and elementary schools in a district was calculated.<sup>8</sup> Appendix P shows the student-teacher ratios for primary and elementary schools in each district in the state between 2002 and 2006. An average for years 2002 and 2003 is used as the baseline year for comparison because the flexibility provisos were not completely operational in these years. Because the student-teacher ratios tend to change over time, the average student-teacher ratio for years 2004 through 2006 was calculated. Then, the difference in the two averages was determined. Focusing on the eighteen

<sup>6</sup> “Class Size.” Education Commission of the States.

<http://www.ecs.org/html/issueSection.asp?print=true&issueID=24&subIssueID=0&ssID=0&s=Overview>.

<sup>7</sup> Ibid.

<sup>8</sup> The student-teacher ratio for core subjects as published on the annual school report cards, was multiplied by the total student enrollment in the primary and elementary schools in the district. The sum of these products was divided by the sum of the total enrollment for all primary and elementary schools. Excluded were schools with missing data, with erroneous data, and schools serving a special needs students due to the exceedingly low student-teacher ratios in these schools.

districts that transferred 100% of their Reduce Class Size funds, Appendix Q documents the student-teacher ratios in these districts from 2002 to 2006.

Using both Appendix P and Q, the following data can be analyzed. Thirteen or approximately 72% of the districts that transferred 100% of their Reduce Class Size funds by using the flexibility provisos had increases in the student-teacher ratios in the primary and elementary schools. This increase occurred despite the fact that over half of these districts had actual declines in student enrolment in their primary and elementary schools. In comparison, 61% of all other districts had increases in student-teacher ratios in the primary and elementary schools with 56% of these districts having declining enrollments in primary and elementary schools.

**District Primary and Elementary School Student-Teacher Ratios**  
**Changes from Baseline of Average of 2002-2003 to Average of 2004-02006**

	<b>Decline in Student Enrollment</b>	<b>Decline in Student-Teacher Ratios</b>	<b>No Change in Student-Teacher ratios</b>	<b>Increase in Student-Teacher ratios</b>	<b>TOTAL</b>
<b>Districts that Transferred 100% of Reduce Class Size Funds While Consistently Using the Flexibility Provisos</b>	<b>10 (56%)</b>	<b>5 (28%)</b>	<b>0 (0%)</b>	<b>13 (72%)</b>	<b>18</b>
<b>All Other Districts</b>	<b>35 (52%)</b>	<b>24 (36%)</b>	<b>2 (3%)</b>	<b>41 (61%)</b>	<b>67</b>

The next analysis focuses on the objective of reducing class size, student academic achievement. While a direct causal relationship between the transfer of these funds and the impact on student academic achievement can not be determined, an analysis of third grade ELA and Math PACT scores may begin to reveal some trend data in student achievement in these districts. The question is are districts that elected not to expend these funds to maintain a student-teacher ratio of 15:1 in grades one through three experiencing positive or negative changes in Third Grade English/Language Arts and Math PACT scores.

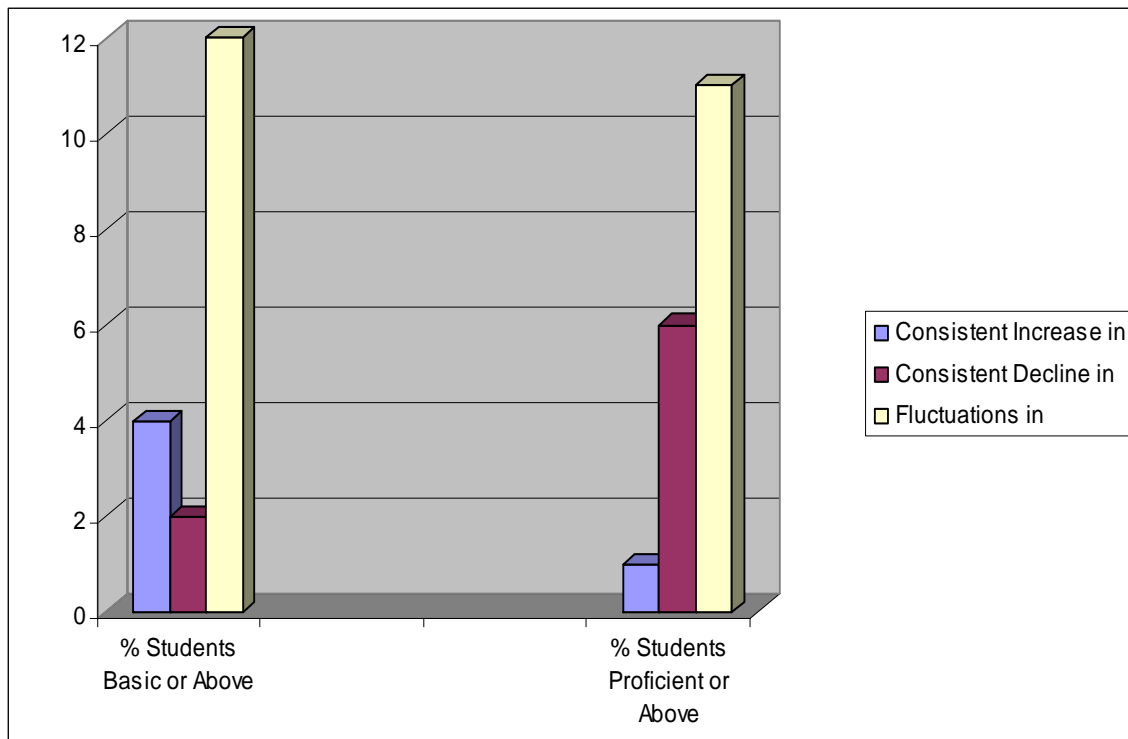
Appendix R and S document the Third Grade English/Language Arts (ELA) and mathematics PACT scores in these eighteen districts in 2004, 2005 and 2006. The data show that four of the eighteen districts experienced either no change or an annual increase in the percentage of students who scored basic or above on the ELA PACT scores. These four districts were Florence 2, Greenwood 50, Lancaster and Laurens 56. An annual increase is no change or better in the percentage of students scoring basic or above or proficient or above between 2004 and 2005 and between 2005 and 2006. One district, Jasper, had consistent increases in the percentage of students scoring proficient or above on the ELA PACT score. Two school districts, Beaufort and Spartanburg 2, experienced annual declines in the percentage of students scoring basic or above, and six districts (Allendale, Anderson 2, Anderson 3, Beaufort, Lee, and Spartanburg 2) experienced annual declines in the percentage of students scoring proficient or above. The predominant trend in third grade ELA PACT scores in these districts over the three

years is characterized by ups and downs. Some improved one year only to decline the next and vice versa.

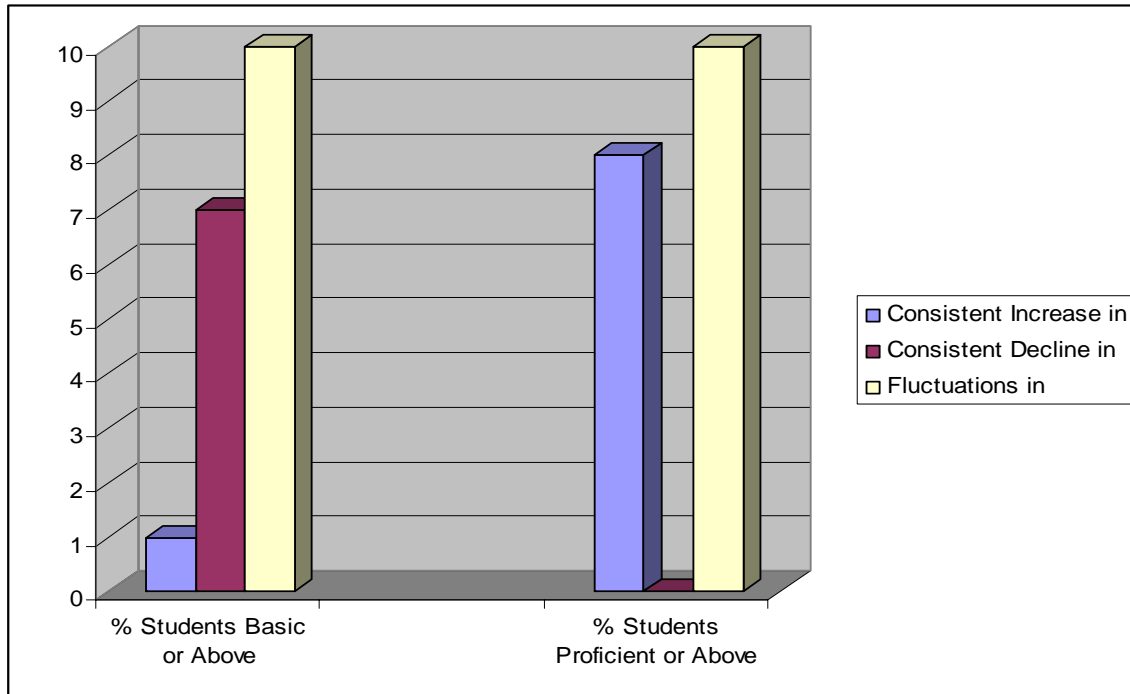
When looking at Third Grade mathematics PACT scores in these eighteen districts, the data reveal that ten districts had fluctuations in both the percentage of students scoring basic or above and the percentage of students scoring proficient or above. Only one district, Lancaster, improved each year the percentage of students scoring basic or above, but eight districts improved each year the percentage of students scoring proficient or above. These eight districts were Allendale, Anderson 2, Beaufort, Florence 2, Greenwood 50, Lancaster, Marion 1 and Spartanburg 2. Seven districts experienced an annual decline in the percentage of students scoring basic or above on mathematics, and no district experienced an annual decline in the percentage of students scoring proficient or above.

### Third Grade English/Language Arts PACT Scores

**Of the 18 Districts that Transferred 100% of Reduce Class Size Allocations in FY04, FY05 and FY06 to other Programs:**



**Third Grade Mathematics PACT Scores  
Of the 18 Districts that Transferred 100% of Reduce Class Size Allocations  
in FY04, FY05 and FY06 to other Programs**



The next analysis compares 2004, 2005 and 2006 third grade PACT scores in these eighteen districts with all other districts that did **not** transfer 100% of their Reduce Class Size state funds in fiscal year 2004 through 2006. Appendices T and U document the Third Grade PACT ELA and mathematics PACT scores for all these sixty-seven school districts. The following tables compare the percentage of students scoring basic or above and the percentage scoring proficient or above on the third grade PACT mathematics and English/language arts in 2004, 2005 and 2006 in the two subsets of districts. The analysis focuses on three subsets: (1) districts that consistently experienced an increase in the percentage of students scoring basic or above; (2) districts that consistently experienced a decrease in the percentage of students scoring proficient or above or basic or above; and (3) districts that experienced fluctuations in the percentage of students scoring basic or above or proficient or above.

**Third Grade English/Language Arts PACT Scores  
2004, 2005 and 2006**

	Districts that Consistently Transferred Reduce Class Size Funds FY04 through FY06 Experienced	Districts that DID NOT Consistently Transfer Reduce Class Size Funds in FY04 through FY06 Experienced
<i>Consistent Increase</i> in % Students Basic or Above	4 (22%)	10 (15%)
<i>Consistent Decrease</i> in % Students Basic or Above	2 (11%)	13 (19%)
<i>Fluctuations</i> in % Students Basic or Above	12 (67%)	44 (56%)
<i>Consistent Increase</i> in % Students Proficient or Above	1 (6%)	7 (10%)
<i>Consistent Decrease</i> in % Students Proficient or Above	6 (33%)	18 (27%)
<i>Fluctuations</i> in % Students Proficient or Above	11 (61%)	42 (63%)
<b>TOTAL DISTRICTS</b>	<b>18</b>	<b>67</b>

Note: Percentages may not total 100% due to rounding.

**Third Grade Math PACT Scores  
2004, 2005 and 2006**

	Number Districts that Consistently Transferred Reduce Class Size Funds in FY04, FY05 and FY06 Experienced	Number Districts that DID NOT Consistently Transfer Reduce Class Size Funds in FY04, FY05 and FY06 Experienced
<i>Consistent Increase</i> in % Students Basic or Above	1 (6%)	7 (10%)
<i>Consistent Decrease</i> in % Students Basic or Above	7 (39%)	19 (28%)
<i>Fluctuations</i> in % Students Basic or Above	10 (56%)	41 (61%)
<i>Consistent Increase</i> in % Students Proficient or Above	8 (44%)	25 (37%)
<i>Consistent Decrease</i> in % Students Proficient or Above	0	3 (5%)
<i>Fluctuations</i> in % Students Proficient or Above	10 (56%)	39 (58%)
<b>TOTAL DISTRICTS</b>	<b>18</b>	<b>67</b>

Note: Percentages may not total 100% due to rounding

The above tables show that a greater percentage of the school districts that consistently transferred their Reduce Class Size Program funds improved the percentage of students scoring basic or above on third grade ELA PACT. However, a smaller percentage of these same school districts experienced an improvement in the percentage of students scoring proficient or above on third grade ELA PACT as compared to all other school districts. The trend is reversed in third grade mathematics PACT scores. A greater percentage of districts that consistently transferred their Reduce Class Size Program funds improved the percentage of students scoring proficient or above on third grade mathematics PACT. However, a smaller percentage of these same school districts experienced an improvement in the percentage of students scoring basic or above on third grade mathematics PACT as compared to the other districts.

#### **REVIEW: Impact on Student-teacher Ratios and Third Grade PACT Scores**

Because approximately two-thirds of all funds transferred by districts have historically been transferred from the Reduce Class Size program to other purposes, what has been the impact on student-teacher ratios in primary and elementary schools in school districts that have consistently utilized the flexibility provisos to transfer their district's entire allocation for Reduce class Size funds to other programs?

Approximately 72% of the school districts that transferred 100% of their Reduce Class Size Funds had increases in student-teacher ratios between 2004-2006 and 2002-2003. Of these districts, over half had declining student enrollments. In comparison, 61% of all other school districts in the state had increases in student-teacher ratios in all primary and elementary schools with half of these districts also experiencing declines in student enrollment in the primary and elementary schools.

What has been the impact, if any, on academic achievement as measured by Third Grade Palmetto Achievement Challenge Tests (PACT) scores in these districts that have transferred their Reduce Class Size program funds? Third grade PACT scores in districts that consistently utilized the flexibility provisos to transfer 100% of their districts' Reduce Class Size allocations showed mixed results. A greater percentage of the school districts that consistently transferred their Reduce Class Size Program funds improved the percentage of students scoring basic or above on third grade ELA PACT. However, a smaller percentage of these same school districts experienced an improvement in the percentage of students scoring proficient or above on third grade ELA PACT as compared to all other school districts. The trend is reversed in third grade mathematics PACT scores. A greater percentage of districts that consistently transferred their Reduce Class Size Program funds improved the percentage of students scoring proficient or above on third grade mathematics PACT. However, a smaller percentage of these same school districts experienced an improvement in the percentage of students scoring basic or above on third grade mathematics PACT as compared to the other districts.



## **PART FOUR**

### **Conclusions and Policy Implications**

#### **Utilization of Flexibility Provisos:**

1. In Fiscal Year 2006-07, a total of sixty-one school districts and one special school district, Palmetto Unified, transferred funds pursuant to the flexibility provisos. Three districts transferred funds from both the Barnwell (Children's Endowment) Fund and from EIA and general fund programs. There remain only seven school districts that have not utilized the flexibility provisos since Fiscal Year 2003-04.
2. In Fiscal Year 2006-07 four districts transferred \$590,479.30 from the Barnwell (Children's Endowment) Fund to the General Fund as compared to seven districts that transferred \$2,300,172.49 in fiscal Year 2005-06.
3. In Fiscal Year 2006-07, 60 school districts and one special school district transferred \$25,885,195.11 in funds from twenty-two EIA and general fund programs which was a 29% increase in the amount of funds transferred over the prior fiscal year. These districts transferred the funds to eleven programs.
4. Approximately 58% of the EIA and general fund monies that were transferred in Fiscal Year 2006-07 were originally allocated to the Reduce Class Size program. Of these funds, 70% was reallocated to the Act 135 Academic Assistance Program. Because districts are allowed to expend Act 135 funds for practically any educational expense, understanding how districts are using these funds and the educational impact of the program is undocumented.
5. Approximately 51% of all transfers in Fiscal Year 2006-07 was made in the last two months of the fiscal year as compared to 62% that were made in the last two months in Fiscal Year 2005-06. The data show that more districts are beginning to use the flexibility provisos as a means of reallocating resources to address educational needs rather than as an accounting tool.

#### **Impact on Achievement**

1. Based upon absolute district ratings between 2004 and 2006, schools that consistently utilized the flexibility provisos experienced declines in student academic achievement. In 2004 13% of the districts that consistently utilized the flexibility provisos had absolute ratings of Below Average or Unsatisfactory. In 2006, 41% of these districts had absolute performance ratings of Below Average or Unsatisfactory. However, comparing absolute district ratings and absolute indices, there is no significant difference in academic achievement between school districts that consistently utilized the flexibility provisos and districts that did not. In 2006 41% of districts that consistently utilized the flexibility provisos had absolute ratings of Below Average or Unsatisfactory as compared to 44% of all other districts. The mean absolute index for districts that consistently utilized the flexibility proviso was 2.8 in 2006. The mean absolute index for districts that

did not consistently utilize the flexibility proviso was 2.9 in 2006. The median absolute index was the same for both sets of districts in 2004, 2005 and 2006.

2. Approximately 81% of districts that consistently utilized the flexibility provisos increased the per pupil expenditures for instruction between 2004 and 2006. However, 66% of these districts reduced the percentage of total expenditures on instruction. With the data available, no significant difference in per pupil expenditures for instruction exists between school districts that consistently utilized the flexibility provisos and school districts that did not. Districts that consistently utilized the flexibility provisos increased the total per pupil expenditure on instruction by \$233 as compared to districts that did not consistently utilize the flexibility provisos increased the total per pupil expenditure by \$250. Statewide, the data raise the issue that the majority of school districts expended less of their total per pupil expenditures on instruction in 2004-05 as compared to 2002-03.
3. Approximately 72% of the school districts that transferred 100% of their Reduce Class Size Funds allocations had increases in student-teacher ratios between 2005-06 and 2003-04 in their primary and elementary schools. Over half of these districts had actual declines in student enrollment in their primary and elementary schools over this time. In comparison, 61% of all other districts in increases in student-teacher ratios in their primary and elementary schools.
4. Third grade PACT scores in districts that consistently utilized the flexibility provisos to transfer 100% of their districts' Reduce Class Size allocations showed mixed results. A greater percentage of the school districts that consistently transferred their Reduce Class Size Program funds improved the percentage of students scoring basic or above on third grade ELA PACT. However, a smaller percentage of these same school districts experienced an improvement in the percentage of students scoring proficient or above on third grade ELA PACT as compared to all other school districts. The trend is reversed in third grade mathematics PACT scores. A greater percentage of districts that consistently transferred their Reduce Class Size Program funds improved the percentage of students scoring proficient or above on third grade mathematics PACT. However, a smaller percentage of these same school districts experienced an improvement in the percentage of students scoring basic or above on third grade mathematics PACT as compared to the other districts.

## APPENDICES

## APPENDIX A

### PROGRAMS AND FUNDS ELIGIBLE FOR TRANSFERRING

		Allocation *
Program	Subfund	FY 2006-07
Increase High School Diploma	301	\$23,632,801.00
School Technology Initiative	305	\$2,000,000.00
Parenting/Family Literacy	313	\$5,605,803.00
Advanced Placement Courses and IB	315	\$841,680.00
Advanced Placement Singleton Classes	317	\$231,000.00
Gifted and Talented Academic	320	\$29,257,829.00
Gifted and Talented Artistic	322	\$4,139,704.00
Critical Teaching Needs	327	\$274,065.98
Trainable and Profoundly Mentally Disabled Student Services	330	\$3,855,017.00
Professional Development on the Standards (?)	334	\$3,436,200.00
Four-Year-Old Program	340	\$18,219,805.00
Preschool Programs for Children with Disabilities	342	\$3,973,584.00
Act 135 Academic Assistance, K-3	346	\$64,719,770.00
Act 135 Academic Assistance, 4-12	348	\$51,516,806.00
Summer Schools	383/384	\$30,750,000.00
Middle School Initiative	391	\$4,937,500.00
Reduce Class Size	393	\$35,047,429.00
Alternative Schools	396	\$10,976,277.00
ADEPT	916	\$1,995,521.00
Student Health & Fitness	937	\$3,048,000.00
TOTAL:		\$298,458,792

Source: Department of Education, Monthly Payments to School Districts,  
<http://ed.sc.gov/agency/offices/finance/monthlypayments/index.html>

\* Does not include funds that were carried forward from FY06 to FY07

## APPENDIX B

### Fiscal Year 2006-07 Transfers from Barnwell (Children's Endowment) Fund

Transfer From					Transfer To			
District	2006 (When Available)	Total Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Date Completed by District	Date Reviewed by SDE
Charleston	\$420,241.04	\$420,241.04	\$420,241.04	100.00%	General Fund	100	2/7/2007	2/20/2007
Cherokee	106210.95	106210.95	106210.95	100.00%	General Fund	100	1/23/2007	2/27/2007
Marion 1	\$38,955.69	\$38,955.69	\$38,955.69	100.00%	General Fund	100	12/11/2006	12/19/2006
Marion 2	\$25,071.62	\$25,071.62	\$25,071.62	100.00%	General Fund	100	2/15/2007	2/22/2007
<b>TOTAL:</b>	<b>\$590,479.30</b>	<b>\$590,479.30</b>	<b>\$590,479.30</b>					

Source: Actual Transfer Documents as provided to the EOC by the Department of Education.

## APPENDIX C

## Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

Transfer From						Transfer To				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Abbeville	Act 135 Academic Assistance, K-3	346	\$369,880.00	\$100,000.00	27.0%	Act 135 Academic Assistance, 4-12	348	"To help in covering the costs of after-school programs as well as academic programs needed to improve academic achievement. Academic achievement is measured through PACT, HSAP, SAT and EOC testing."	9/26/2006	10/2/2006
	Gifted and Talented-Artistic	322	\$21,665.00	\$2,500.00	11.5%	Gifted and Talented - Academic	320	"to help cover the costs of teacher salaries/benefits as well as instructional supplies"	4/24/2007	4/30/2007
	Professional Development on Standards	334	\$27,700.00	\$15,000.00	54.2%	Act 135 Academic Assistance, 4-12	348	"to fund instructional programs needed to improve academic achievement"	4/24/2007	4/30/2007
Aiken	Excellence in Middle Schools	391	\$205,192.46	\$201,464.63	98.2%	Gifted and Talented - Academic	320	"the funds will be used to pay for direct classroom instruction in the form of GT teacher salaries and benefits"	12/5/2006	12/5/2006
Allendale	Gifted and Talented - Academic	320	\$15,000.00	\$15,000.00	100.0%	Act 135 Academic Assistance, K-3	346	"This transfer is necessary to cover instructional expenses, i.e., teacher salaries and benefits."	5/1/2007	5/1/2007
	Gifted and Talented-Artistic	322	\$9,501.00	\$9,501.00	100.0%	Act 135 Academic Assistance, K-3	346		5/1/2007	5/1/2007
	Summer School/ Remediation	383	\$131,458.00	\$131,458.00	100.0%	Act 135 Academic Assistance, K-3	346		5/1/2007	5/1/2007
	Reduce Class Size	393	\$476,072.00	\$144,041.00	30.3%	Act 135 Academic Assistance, K-3	346		5/1/2007	5/1/2007
				\$232,031.00	48.7%	Act 135 Academic Assistance, 4-12	348		5/1/2007	5/1/2007
				\$100,000.00	21.0%	High School Diploma	301		5/1/2007	5/1/2007
Anderson 2	Reduce Class Size	393	\$161,335.00	\$105,265.00	65.2%	Act 135 Academic Assistance, 4-12	348	"to enhance funding and services to more varied groups as coordinated by the District's curriculums strategies and school improvement plans. This transfer will better utilize these funds for a broader area of instructional programming and allow more instructional service to be offered to a larger student population."	4/23/2007	4/30/2007
				\$56,073.00	34.8%	Act 135 Academic Assistance, K-3	346		4/23/2007	4/30/2007
Anderson 3	Summer School/ Remediation	383	\$133,813.00	\$100,813.00	75.3%	Act 135 Academic Assistance, 4-12	348	"to purchase SMART Boards for grades 4-12 classrooms"	4/25/2007	4/30/2007
Anderson 4	Reduce Class Size	393	\$110,382.00	\$92,923.00	84.2%	Gifted and Talented - Academic	320	allow district "to enhance funding to more diverse groups as directed by the district's curriculum strategies and school improvement plans. All funds will be utilized for direct instruction by teachers."	3/12/2007	3/26/2007
				\$17,459.00	15.8%	Act 135 Academic Assistance, 4-12	348		3/12/2007	3/26/2007

## APPENDIX C

## Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

<i>Transfer From</i>						<i>Transfer To</i>				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Anderson 5	Summer School/ Remediation	383	\$303,381.00	\$303,381.00	100.0%	Act 135 Academic Assistance, 4-12	348	"EIA Academic Assistance funds are used to provide remediation and support for students who are performing below grade level. They are also used to support standards-based instruction in grades 3-12. In addition to the 348 funds, we also use various grant and other sources to offer summer school and beyond school hours remediation. By combining transferring these funds, we have greater flexibility to serve students in summer school, before/after school programs, and during the school day with targeted academic assistance strategies/materials.	11/16/2006	12/14/2006
Bamberg 1	Critical Teaching Needs	327	\$2,804.00	\$2,804.00	100.0%	Act 135 Academic Assistance, K-3	346	"to pay teacher salaries"	11/1/2006	2/27/2007
Bamberg 2	Advanced Placement *	315	\$1,500.00	\$1,500.00	100.0%	Act 135 Academic Assistance, 4-12	348	"for direct classroom instruction" including: "salaries and benefits for instructional staff, classroom supplies, classroom equipment to include technology upgrades of equipment and software, instructional software purchases for curriculum improvement and testing, and consultant services to enhance the instructional experiences of students"	2/12/2007	3/23/2007
	Advanced Placement-Singleton *	315	\$565.00	\$565.00	100.0%	Act 135 Academic Assistance, 4-12	348		2/12/2007	3/23/2007
	Reading Recovery *	349	\$2,890.23	\$2,890.23	100.0%	Act 135 Academic Assistance, K-3	346		2/12/2007	3/23/2007
	Summer School/ Remediation *	383	\$76,723.00	\$76,723.00	100.0%	Act 135 Academic Assistance, 4-12	348		2/12/2007	3/23/2007
	Excellence in Middle Schools *	391	\$36,416.77	\$36,416.77	100.0%	Act 135 Academic Assistance, 4-12	348		2/12/2007	3/23/2007
	Professional Development on Standards *	334	\$18,854.28	\$18,854.28	100.0%	Act 135 Academic Assistance, 4-12	348		2/12/2007	3/23/2007
	Parenting/Family Literacy	313	\$40,415.83	\$40,415.83	100.0%	Act 135 Academic Assistance, K-3	346		2/12/2007	3/23/2007
	Summer School/ Remediation	383	\$75,792.00	\$37,000.00	48.8%	Alternative Schools	396		2/12/2007	3/23/2007
	Reduce Class Size	393	\$380,857.60	\$100,000.00	26.3%	Act 135 Academic Assistance, K-3	346		2/12/2007	3/23/2007
				\$280,857.60	73.7%	Act 135 Academic Assistance, 4-12	348		2/12/2007	3/23/2007
Barnwell 19	Gifted and Talented-Artistic	322	\$5,472.00	\$5,472.00	100.0%	Gifted and Talented - Academic	320	District does not have a Gifted and Talented Artistic Program	4/29/2007	5/1/2007
Barnwell 29	Critical Teaching Needs	327	\$2,381.00	\$1,190.50	50.0%	Act 135 Academic Assistance, K-3	346	"to purchase additional instructional materials to support our READ 180 remediation program"	3/5/2007	3/23/2007
				\$1,190.50	50.0%	Act 135 Academic Assistance, 4-12	348		3/5/2007	3/23/2007

## APPENDIX C

## Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

Transfer From						Transfer To				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Barnwell 45	High School Diploma	301	\$8,517.21	\$5,417.70	63.6%	Act 135 Academic Assistance, 4-12	348	"to use these funds for direct classroom instructional needs, specifically, teacher salaries and fringes"	5/1/2007	5/1/2007
	Advanced Placement	315	\$810.00	\$810.00	100.0%	Act 135 Academic Assistance, 4-12	348		5/1/2007	5/1/2007
	Critical Teaching Needs	327	\$2,971.34	\$2,971.34	100.0%	Act 135 Academic Assistance, 4-12	348		5/1/2007	5/1/2007
	Professional Development on Standards *	334	\$23,600.00	\$15,016.52	63.6%	Act 135 Academic Assistance, 4-12	348		5/1/2007	5/1/2007
	Summer School/ Remediation	383	\$168,497.00	\$168,497.00	100.0%	Act 135 Academic Assistance, 4-12	348		5/1/2007	5/1/2007
	ADEPT	916	\$2,333.26	\$2,333.26	100.0%	Act 135 Academic Assistance, 4-12	348		5/1/2007	5/1/2007
	Education License Plates	919	\$1,253.37	\$1,253.37	100.0%	Act 135 Academic Assistance, 4-12	348		5/1/2007	5/1/2007
	Student Health & Fitness	937	\$11,792.49	\$11,792.49	100.0%	Act 135 Academic Assistance, 4-12	348		5/1/2007	5/1/2007
Beaufort	Summer School/ Remediation	383	\$963,453.00	\$225,000.00	23.4%	Act 135 Academic Assistance, 4-12	348	"to expend direct classroom instruction in our high schools during the extended day/extended year programs. This funding will provide a source of additional funding for teacher salaries at locations requiring additional needs."	4/30/2007	5/1/2007
	Reduce Class Size	393	\$831,382.00	\$831,382.00	100.0%	Act 135 Academic Assistance, K-3	346	"to expend direct classroom instruction at our facilities by providing a source of additional funding for teacher salaries at locations requiring additional needs"	4/30/2007	5/1/2007
Calhoun	Critical Teaching Needs	327	\$2,827.24	\$2,827.24	100.0%	Act 135 Academic Assistance, 4-12	348	District has not used Critical teaching Needs funds for three years. Transferred money will "provide instructional materials for our academic assistance extended day program."	11/24/2006	2/27/2007
Cherokee	Reduce Class Size	393	\$486,877.00	\$486,877.00	100.0%	High School Diploma	301	Justification did not address transfer	1/23/2007	2/9/2007
	Reduce Class Size *	393	\$331,975.83	\$331,975.83	100.0%	High School Diploma	301		1/23/2007	2/9/2007
	Summer School/ Remediation *	383	\$350,596.39	\$350,596.39	100.0%	High School Diploma	301		1/23/2007	2/9/2007
	Professional Development on Standards	334	\$70,123.00	\$30,000.00	42.8%	Act 135 Academic Assistance, K-3	346	"Transfers are necessary to continue the various instructional programs that the District has implemented over the past several years. Also, the transfers are requested in order to assist the District in maintaining strategies to improve the quality of education offered to Cherokee County students."	4/26/2007	4/30/2007
				\$39,924.00	56.9%	Act 135 Academic Assistance, 4-12	348		4/26/2007	4/30/2007
	Summer School/ Remediation	383	\$910,767.23	\$75,000.00	8.2%	Act 135 Academic Assistance, 4-12	348		4/26/2007	4/30/2007
				\$68,315.64	7.5%	Act 135 Academic Assistance, K-3	346		4/26/2007	4/30/2007



APPENDIX C

Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

Transfer From						Transfer To				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Chester	Reduce Class Size	393	\$303,375.00	\$303,375.00	100.0%	Act 135 Academic Assistance, K-3	346	"district was not financially able to meet the specific class size requirements as outlined in the guidelines for utilization of class size reduction funds. . . . "the transfer of these funds to academic assistance will allow the District to do a better job of helping students meet grade level expectations."	3/26/2007	4/4/2007
	Critical Teaching Needs	327	\$3,757.54	\$3,757.54	100.0%	Act 135 Academic Assistance, K-3	346		3/26/2007	4/4/2007
Chesterfield	Reduce Class Size	393	\$440,474.00	\$129,608.00	29.4%	High School Diploma	301	"to cover salaries in high school secondary positions"	3/7/2007	3/23/2007
Clarendon 1	Reduce Class Size	393	\$380,857.60	\$29,500.00	7.75%	High School Diploma	301	"the transfers will allow the District to better utilize the funds in the instruction of the children within our District to meet our current educational needs"	12/21/2006	1/17/2007
				\$25,357.60	6.66%	Gifted and Talented-Artistic	322		12/21/2006	1/17/2007
				\$194,000.00	50.94%	Act 135 Academic Assistance, K-3	346		12/21/2006	1/17/2007
				\$132,000.00	34.66%	Act 135 Academic Assistance, 4-12	348		12/21/2006	1/17/2007
Colleton	Critical Teaching Needs	327	\$3,764.05	\$3,764.05	100.00%	Act 135 Academic Assistance, K-3	346	"transferred funds will be utilized for direct classroom instruction" District also provided information on its general budget noting projected shortfalls	3/29/2007	4/4/2007
	Summer School/ Remediation	383	\$403,211.00	\$403,211.00	100.00%	High School Diploma	301		3/29/2007	4/4/2007
	Reduce Class Size	393	\$470,379.00	\$470,379.00	100.00%	High School Diploma	301		3/29/2007	4/4/2007
Darlington	Reduce Class Size	393	\$679,870.00	\$679,870.00	100.00%	Act 135 Academic Assistance, K-3	346	"unable to reduce class size to 15:1 ratio"	2/26/2007	4/4/2007
Dillon 1	Professional Development on Standards	334	\$18,100.00	\$14,000.00	77.35%	Gifted and Talented - Academic	320	"Title One and technical assistance funds provided staff development. G&T academic costs exceeded allocation."	3/19/2007	4/14/2007
	Parenting/Family Literacy	313	\$42,455.00	\$26,000.00	61.24%	Act 135 Academic Assistance, K-3	346	"First Steps funding is paying for parenting coordinator. Program needs in 346 and 348 exceed allocations."	3/19/2007	4/14/2007
				\$16,000.00	37.69%	Act 135 Academic Assistance, 4-12	348		3/19/2007	4/14/2007
	Reduce Class Size	393	\$51,676.00	\$51,676.00	100.0%	Act 135 Academic Assistance, 4-12	348	"Title One and other funds are used to reduce class size at elementary level. Program needs in 348 exceed allocation."	3/19/2007	4/14/2007

## APPENDIX C

## Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

Transfer From						Transfer To				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Dillon 2	Early Childhood *	340	\$11,398.98	\$11,398.98	100.0%	Act 135 Academic Assistance, 4-12	348	"Funds are needed for instructional salaries in Act 135."	4/30/2007	4/30/2007
	Alternative School	396	\$24,699.01	\$24,699.01	100.0%	Act 135 Academic Assistance, 4-12	348		4/30/2007	4/30/2007
	Other EIA *	399	\$1,745.19	\$1,745.19	100.0%	Act 135 Academic Assistance, 4-12	348		4/30/2007	4/30/2007
	ADEPT *	916	\$16,761.48	\$16,761.48	100.0%	Act 135 Academic Assistance, 4-12	348		4/30/2007	4/30/2007
	Alternative School *	396	\$25,781.44	\$25,781.44	100.0%	Act 135 Academic Assistance, 4-12	348		4/30/2007	4/30/2007
	Summer School/Remediation	383	\$9,579.94	\$9,579.94	100.0%	Act 135 Academic Assistance, 4-12	348		4/30/2007	4/30/2007
Dillon 3	Critical Teaching Needs	327	\$2,698.64	\$2,698.64	100.0%	Act 135 Academic Assistance, 4-12	348	Fund classroom instructional salaries	10/31/2006	11/17/2006
Dorchester 2	Reduce Class Size	393	\$571,597.00	\$571,597.00	100.0%	Act 135 Academic Assistance, K-3	346	"Due to the District's rapid and continued growth, class sizes of 15:1 are not feasible in our over-crowded facilities. Funds will be used instead to support Academic Assistance programs in the District's elementary schools."	4/23/2007	4/30/2007
	Early Intervention Preschool Handicapped	342	\$136,020.56	\$46,378.00	34.1%	Handicapped Student Services	330	"Funds will be used to assist in funding teachers' salaries and benefits for the District's services to profoundly and mentally disabled students. This does not reduce services provided by the District under the Early Intervention Preschool program."	4/23/2007	4/30/2007
Florence 2	Reduce Class Size	393	\$64,331.00	\$64,331.00	100.0%	Act 135 Academic Assistance, K-3	346	"It is difficult to maintain the 15:1 ratio in a small school district when students move into the district all throughout the school year. The district is maintaining a 18:1 ratio in these classes."	4/25/2007	5/2/2007
Florence 4	Act 135 Academic Assistance, K-3	346	\$53,594.05	\$27,150.22	50.7%	High School Diploma	301	"to offset the instructional costs associated with Increase High School Diploma Requirements"	2/27/2007	4/30/2007
				\$26,443.83	49.3%	Alternative Schools	396	"to offset the instructional costs at the alternative school"	2/27/2007	4/30/2007
	Reduce Class Size	393	\$348,541.41	\$40,088.36	11.5%	Alternative Schools	396		2/27/2007	4/30/2007
				\$308,453.05	88.5%	Act 135 Academic Assistance, 4-12	348	"not able to reduce our class size to the 15:1 ratio in all of grades 1-3 because of our teacher turnover rate and recruitment difficulties. These funds would offset the instructional costs associated with" academic assistance in grades 4-12	2/27/2007	4/30/2007

## APPENDIX C

## Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

<i>Transfer From</i>						<i>Transfer To</i>				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Greenville	Act 135 Academic Assistance, K-3	346	\$5,025,206.00	\$872,880.00	17.4%	Act 135 Academic Assistance, 4-12	348	" This transfer offsets the decrease in Act 135 4-12 and enables continued funding o math lab teachers and reading lab teachers in the high schools." The district notes updated student cost, increased Act 135 K-3 allocations and decreased Act 135 4-12 allocations which occurred in July 2006.	5/1/2007	5/1/2007
Greenwood 50	Reduce Class Size	393	\$453,129.00	\$453,129.00	100.0%	High School Diploma	301	Fund "additional secondary teachers to provide a quality program"	9/18/2006	9/26/2006
Greenwood 51	Summer School/ Remediation	383	\$44,961.00	\$26,000.00	57.8%	Act 135 Academic Assistance, 4-12	348	The district explained that it has a grant to "help with 06/07 summer school." For Academic Assistance, the transferred funds would be used for "additional classroom computers for instructional use by students for all core content areas and literacy learning. Also, replacement computers for the instructional computer labs are needed for grades 4-8."	4/27/2007	4/30/2007
Greenwood 52	Critical Teaching Needs	327	\$2,704.22	\$2,704.22	100.0%	Act 135 Academic Assistance, 4-12	348	N/A	10/26/2006	10/19/2006
Hampton 1	Parenting/Family Literacy *	313	\$25,000.00	\$25,000.00	100.0%	Alternative Schools	396	"Fund instructional salaries under the Alternative School Program."	9/25/2006	9/29/2006
	Critical Teaching Needs	327	\$2,977.54	\$2,977.54	100.0%	Alternative Schools	396	"to fund instructional salaries"	3/26/2007	3/27/2007
Horry	Reduce Class Size	393	\$1,619,515.00	\$1,619,515.00	100.0%	Act 135 Academic Assistance, K-3	346	"to provide individual schools more flexibility in determining class sizes. . . . Currently the District allocates first grade at 20:1 and second/third grade at 21:1. As the student population changes due to actual enrollments, the principals have a difficult time maintaining the reduced class size positions at 15:1 without negatively impacting the other students."	4/23/2007	4/30/2007

## APPENDIX C

## Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

Transfer From						Transfer To				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Horry (continued)	Act 135 Academic Assistance, K-3	346	\$3,361,317.00	\$407,870.00	12.1%	Act 135 Academic Assistance, 4-12	348	"additional classroom resources for middle and high school social studies and science; 9th Grade Summer School and remediation; on-line SAT, ACT, and EBSCO reference materials for middle and high schools; benchmark assessments for science an social studies; and additional resources for after school tutorials"	4/23/2007	4/30/2007
	High School Diploma	301	\$1,109,000.00	\$430,000.00	38.8%	Act 135 Academic Assistance, 4-12	348		4/23/2007	4/30/2007
	Gifted and Talented - Academic	320	\$1,988,540.00	\$312,121.00	15.7%	Act 135 Academic Assistance, 4-12	348		4/23/2007	4/30/2007
	Early Childhood*	340	\$938,298.00	\$187,822.00	20.0%	Act 135 Academic Assistance, 4-12	348		4/23/2007	4/30/2007
Jasper	Critical Teaching Needs	327	\$3,042.62	\$3,042.62	100.0%	Act 135 Academic Assistance, K-3	346	"we do not have the space or finances to maintain the 15:1 ratio . . . Need the funds to "help with the instructional cost in our High School Diploma Credit"	12/8/2006	12/14/2006
	Reduce Class Size	393	\$761,715.19	\$464,827.90		Increase High School Diploma	301		12/8/2006	12/14/2006
				\$296,887.29	100.0%	Act 135 Academic Assistance, 4-12	348		12/8/2006	12/14/2006
Kershaw	Reduce Class Size	393	\$455,590.00	\$455,590.00	100.0%	Increase High School Diploma	301	"The district feels that his money can be better used for instructional purposes in the Increase high School Diploma Requirements fund to pay teacher salaries. It is difficult to meet the 15:1 funding guidelines of the EAA Reduce Class Size Fund due to the fact that our small rural elementary schools have only one or two first and second grade classes."	4/19/2007	5/1/2007
Lancaster	Summer School/ Remediation	383	\$607,190.00	\$577,190.00	95.1%	Act 135 Academic Assistance, 4-12	348	"to provide academic assistance during the school day and after school throughout the school year whenever that assistance is most appropriate and instructionally helpful for our students. We will continue to provide summer assistance for students who would most benefit from such a program"	2/7/2007	2/9/2007
				\$30,000.00	4.9%	Gifted and Talented - Academic	320	"provide continued funding for GT teacher salaries necessary to serve all student identified as gifted and talented throughout the district"	2/7/2007	2/9/2007
	Gifted and Talented-Artistic	322	\$67,498.00	\$67,498.00	100.0%	Gifted and Talented - Academic	320		2/7/2007	2/9/2007
	Reduce Class Size	393	\$474,573.00	\$474,573.00	100.0%	Act 135 Academic Assistance, K-3	346	"to have an appropriate number of students in all classrooms. We can serve more students effectively without overloading any one class because of the 15:1 student-teacher ratio requirement.:	2/7/2007	2/9/2007

## APPENDIX C

## Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

<i>Transfer From</i>						<i>Transfer To</i>				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Laurens 56	Act 135 Academic Assistance, K-3	346	\$349,024.00	\$107,000.00	30.7%	Act 135 Academic Assistance, 4-12	348	District had fewer funds allocated for academic assistance, 4-12 and needed to make the transfer	4/24/2007	4/30/2007
	Summer School/ Remediation	383	\$204,680.00	\$100,000.00	28.7%	Gifted and Talented - Academic	320	"District needed to upgrade instructional software and hardware. By flexing money from summer school remedial fund, the district had resources for school technology purchases."	4/24/2007	4/30/2007
	Reduce Class Size	393	\$168,737.00	\$168,737.00	100.0%	Act 135 Academic Assistance, K-3	346	"The district could not meet the 15:1 ratio without disproportionately increasing other class sizes, therefore the desire to flex the money into another instructional program, high school teacher salaries for 24 units."	4/24/2007	4/30/2007
Lee	Summer School/ Remediation	383	\$217,098.00	\$217,098.00	100.0%	Act 135 Academic Assistance, 4-12	348	"for instructional purposes"	2/19/2007	3/1/2007
	Reduce Class Size	393	\$904,537.00	\$477,255.42	52.8%	Act 135 Academic Assistance, K-3	346		2/19/2007	3/1/2007
				\$427,282.28	47.2%	Act 135 Academic Assistance, 4-12	348		2/19/2007	3/1/2007
Lexington 4	Reduce Class Size	393	\$204,242.00	\$204,242.00	100.0%	Act 135 Academic Assistance, K-3	346	"To lower class size in the primary grades and enhance the instructional programs offered. Lexington 4 is unable to met the 15:1 requirement" for Reduce Class Size	10/3/2006	10/5/2006
Lexington 5	Act 135 Academic Assistance, K-3 *	346	\$645,641.00	\$175,000.00	27.1%	Act 135 Academic Assistance, 4-12	348	In current fiscal year the district's allocation of Act 135, 4-12 funds was reduced due to a decline in free/reduced counts and improved test scores. These transferred funds will support 4.0 Soar to Success FTEs that were previously paid for by local funds.	10/23/2006	11/17/2006
McCormick	Reduce Class Size	393	\$56,246.00	\$56,246.00	100.0%	Act 135 Academic Assistance, K-3	346	"We do not currently have classrooms that meet the qualification for Reduced Class Size funds and we have other funding sources for professional development. . . we intend to use the funds for teachers' salaries and fringe and/or instructional supplies."	1/8/2007	1/12/2007
	Critical Teaching Needs	327	\$2,381.00	\$2,381.00	100.0%	Act 135 Academic Assistance, K-3	346		1/8/2007	1/12/2007

## APPENDIX C

## Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

Transfer From						Transfer To				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Marion 1	Reduce Class Size	393	\$203,891.00	\$203,891.00	100.0%	Act 135 Academic Assistance, K-3	346	"The funds being transferred will be used to reduce class size, thus for direct classroom instructional purposes. The purpose for the transfer request through the flexibility procedures is to not adhere strictly to the fifteen to one ratio. . . .The flexibility will allow a ratio of up to eighteen to one instead of the fifteen to one class size reduction plan."	11/19/2006	12/14/2006
	Summer School/ Remediation *	383	\$76,862.25	\$76,862.25	100.0%	Act 135 Academic Assistance, K-3	346	"to fund instructional programs in Act 135, thus for direct classroom instruction. A portion of the Fund 346 will be used to fund after school program fro grades 1-2."	3/13/2007	3/23/2007
	Summer School/Remediation	383	\$244,931.00	\$3,137.75	1.3%	Act 135 Academic Assistance, K-3	346		3/13/2007	3/23/2007
				\$100,000.00	40.8%	Act 135 Academic Assistance, 4-12	348		3/13/2007	3/23/2007
Marion 2	Reduce Class Size	393	\$136,396.00	\$136,396.00	100.00%	Act 135 Academic Assistance, K-3	346	Funds to be used for salaries and fringes allowing district "to coordinate the funds and the staffing in order to provide the most beneficial learning environment for the children"	2/22/2007	2/22/2007
Marion 7	Reduce Class Size	393	\$252,836.00	\$252,836.00	100.0%	Act 135 Academic Assistance, K-3	346	"To pay for instructional salaries and benefits"	10/6/2006	10/6/2006
Oconee	Increase High School Diploma	301	\$362,501.21	\$362,501.21	100.0%	Act 135 Academic Assistance, K-3	346	"to give the District the flexibility to address academic needs in the classroom by focusing assistance funds on remediation in the early grades. It will also allow reducing class size in grades K-3 district-wide rather than providing a minimal number of classes restricted to only the 15:1 ratio. The ratio reductions will be distributed among elementary schools keeping in mind their individual free and reduced lunch counts as well as their number of students performing below state standards as measured by PACT."	2/13/2007	2/20/2007
	Reduce Class Size	393	\$524,491.00	\$524,491.00	100.0%	Act 135 Academic Assistance, K-3	346		2/13/2007	2/20/2007
Pickens	Reduce Class Size	393	\$642,959.00	\$500,000.00	77.8%	Act 135 Academic Assistance, K-3	346	"based on the desire to use the funds for direct classroom instructional needs, mainly funding teacher salaries and benefits."	4/10/2007	4/30/2007
				\$142,959.00	22.2%	Act 135 Academic Assistance, 4-12	348		4/10/2007	4/30/2007
	Summer School/Remediation	383	\$589,847.00	\$200,000.00	33.9%	Act 135 Academic Assistance, 4-12	348		4/10/2007	4/30/2007

APPENDIX C

Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

Transfer From						Transfer To				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Richland 1	Act 135 Academic Assistance, K-3	346	\$2,944,690.00	\$261,098.00	8.9%	Early Childhood	340	"to serve more pre-K students"	4/25/2007	4/30/2007
				\$498,823.00	16.9%	Act 135 Academic Assistance, 4-12	348	"increased demand to upgrade curricular programs and services"	4/25/2007	4/30/2007
	Increase High School Diploma	301	\$1,015,653.82	\$46,668.00	4.6%	Act 135 Academic Assistance, 4-12	348	"to allow a more seamless operation of the Middle School Summer Program"	4/25/2007	4/30/2007
	Summer School/ Remediation	383	\$1,508,125.00	\$300,000.00	19.9%	Act 135 Academic Assistance, 4-12	348	to allow "district to serve more students on Academic Plans and students not on Academic Plans"	4/25/2007	4/30/2007
Saluda	Reduce Class Size	393	\$122,621.00	\$122,621.00	100.0%	Act 135 Academic Assistance, K-3	346	"class sizes were not able to be 15:1 due to staff and space" Transferred funds will "pay for teacher salary and fringe in grades 1-3 in core areas"	4/29/2007	5/1/2007
	Reduce Class Size *	393	\$114,601.00	\$114,601.00	100.0%	Act 135 Academic Assistance, K-3	346		4/29/2007	5/1/2007
	Critical Teaching Needs	327	\$2,889.84	\$2,889.84	100.0%	Act 135 Academic Assistance, K-3	346		4/29/2007	5/1/2007
Spartanburg 1	Career & Technology Equipment	325	\$45,874.00	\$45,874.00	100.0%	Increase High School Diploma	301	"to cover salaries and fringes of additional teachers hired due to increased enrollment at the high school level"	4/9/2007	4/16/2007
	Summer School/ Remediation	383	\$134,883.00	\$134,883.00	100.0%	Increase High School Diploma	301		4/9/2007	4/16/2007
	Parenting/Family Literacy*	313	\$51,585.98	\$51,585.98	100.0%	Increase High School Diploma	301		4/9/2007	4/16/2007
	Reduce Class Size	393	\$206,701.84	\$206,701.84	100.0%	Increase High School Diploma	301		4/9/2007	4/16/2007
Spartanburg 2	Act 135 Academic Assistance, K-3	346	\$721,630.00	\$125,000.00	17.3%	Act 135 Academic Assistance, 4-12	348	"flexibility needed to accommodate direct classroom instructional expenses"	4/19/2007	5/1/2007
	Gifted and Talented-Artistic	322	\$55,187.00	\$16,000.00	29.0%	Act 135 Academic Assistance, 4-12	348		4/19/2007	5/1/2007
	Summer School/ Remediation	383	\$250,712.00	\$85,000.00	33.9%	K-5 Enhancement	960		4/19/2007	5/1/2007
				\$70,000.00	27.9%	6-8 Enhancement	967		4/19/2007	5/1/2007
	Alternative Schools	396	\$359,269.00	\$359,269.00	100.0%	Increase High School Diploma	301		4/19/2007	5/1/2007
	Technology Initiative	305	\$22,499.17	\$19,000.00	84.4%	K-5 Enhancement	960		4/19/2007	5/1/2007
	Early Intervention Preschool Handicapped	342	\$56,563.01	\$56,563.01	100.0%	Act 135 Academic Assistance, 4-12	348		4/19/2007	5/1/2007
Spartanburg 4	Reduce Class Size	393	\$133,232.00	\$133,232.00	100.0%	Act 135 Academic Assistance, K-3	346	"It is not practical for the District to fund three classes at a 15 to 1 teacher pupil ratio, while other classes will be at 22 to 24 to 1."	2/26/2007	3/1/2007

## APPENDIX C

## Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

Transfer From						Transfer To				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Spartanburg 5	Reduce Class Size	393	\$242,560.00	\$242,560.00	100.0%	Act 135 Academic Assistance, K-3	346	"the district intends to use a student teacher ratio of 18 to 1 rather than the 15 to 1 for these funds. Due to the growing number of students in the district, maintaining the 15 to 1 ratios in a select number of classrooms is causing an internal inequity of class sizes. It is becoming more and more difficult to justify to parents why their child is in a classroom with a large number of students when there are several classes down the hall with only 15 students."	12/18/2006	2/9/2007
Spartanburg 6	Summer School/ Remediation*	383	\$384,853.00	\$150,000.00	39.0%	Act 135 Academic Assistance, 4-12	348	"Pay salaries for teaches that are assisting with remediation of students in grade 4-12"	4/10/2007	4/30/2007
Spartanburg 7	Act 135 Academic Assistance, K-3	346	\$840,592.00	\$104,667.00	12.5%	Act 135 Academic Assistance, 4-12	348	"to support after school and ESOL programs"	4/10/2007	4/30/2007
				\$13,865.00	1.6%	Gifted and Talented - Academic	320	"to fund the increases in the teacher salary schedule"	4/10/2007	4/30/2007
				\$488.00	0.1%	Gifted and Talented- Artistic	322	"to fund the increases in the teacher salary schedule"	4/10/2007	4/30/2007
				\$30,121.00	3.6%	Early Childhood	340	"to fund four-year-old early childhood to support the district's four year old programs at each elementary school"	4/10/2007	4/30/2007
Sumter 2	Summer School/ Remediation *	383	\$394,349.00	\$394,349.00	100.0%	Alternative Schools	396	"To pay instructional salaries. Lower than expected projected tax revenues and reduced EFA funding due to a decline in enrollment has reduced the amount of General Fund money available to transfer to our Alternative School Program."	4/3/2007	4/6/2007
	Act 135 Academic Assistance, K-3 *	346	\$119,920.00	\$119,920.00	100.0%	Act 135 Academic Assistance, 4-12	348	"To pay instructional salaries of elementary teachers providing academic assistance to students"	4/3/2007	4/6/2007
	Act 135 Academic Assistance, K-3*	346	\$1,139,830.00	\$80,080.00	7.0%	Act 135 Academic Assistance, 4-12	348		4/3/2007	4/6/2007
				\$178,894.00	15.7%	Early Childhood	340	"To pay for additional preschool teachers and paraprofessionals hired due to increased enrollment"	4/3/2007	4/6/2007
Sumter 17	Reduce Class Size	393	\$523,788.00	\$523,788.00	100.0%	Increase High School Diploma	301	"The Reduce Class Size allocation is not sufficient to make a significant district wide impact in grades 1-3."	1/16/2007	2/9/2007



APPENDIX C

Fiscal Year 2006-07 Transfers from State Revenue and EIA Programs

Transfer From						Transfer To				
District	Program Name	Code	Current Allocation	Transfer Amount	% of Allocation	Program Name	Code	Explanation	Date Completed by District *	Date Reviewed by SDE
Union	Reduce Class Size	393	\$266,816.00	\$266,816.00	100.0%	Act 135 Academic Assistance, K-3	346	"This, three year program is intended to evaluate the effects of 15:1 pupil/teacher ratios on grades 1-3. We are currently able to maintain successful pupil/teacher ratio targets. Therefore, we choose to transfer this allocation to supplement the "academic Assistance, K-3" for "direct classroom instruction expenses."	4/26/2007	4/30/2007
	Gifted and Talented-Artistic	322	\$28,957.00	\$17,041.00	58.8%	Act 135 Academic Assistance, 4-12	348	"To supplement instruction in" Academic Assistance, 4-12. "This transfer allows us to provide opportunities for our staff as well as maintain our emphasis on student achievement."	4/26/2007	4/30/2007
Williamsburg	Summer School/Remediation	383	\$240,221.00	\$80,000.00	33.3%	Act 135 Academic Assistance, K-3	346	"to fund teachers' salaries to improve the educational programs of the" district	4/24/2007	5/1/2007
				\$160,221.00	66.7%	Act 135 Academic Assistance, 4-12	348		4/24/2007	5/1/2007
York 1	Reduce Class Size *	393	\$301,955.93	\$301,955.93	100.0%	Alternative Schools	396	"growth in our student population, we have been unable to maintain classrooms in grades 1-3 at a teacher/student ratio of 15:1 to meet the requirements of this funding strategy. We have an alternative school in the District and we request to be allowed to utilize the funds available . . . for instructional salaries and fringe."	1/24/2007	2/9/2007
York 3	Reduce Class Size	393	\$660,184.00	\$296,605.31	44.9%	Act 135 Academic Assistance, K-3	346	Due to large student population growth, unable to maintain student/teacher ratio of 15:1. Addition of eleventh grade at South Pointe High increased need for funds in high school.	1/11/2007	1/17/2007
				\$39,232.27	5.9%	Gifted and Talented - Academic	320	Growth in elementary student population served in Gifted and Talented Academic	1/11/2007	1/17/2007
	Act 135 Academic Assistance, K-3	346	\$1,304,908.00	\$420,000.00	32.2%	Act 135 Academic Assistance, 4-12	348	"with the growth in our high school student population, the number of below basic students in the district for grades 4-12 is significantly higher than those in grades K-3."	3/30/2007	4/4/2007
York 4	Reduce Class Size	393	\$115,655.00	\$115,655.00	100.0%	Act 135 Academic Assistance, K-3	346	"The growth in our District does not allow us to maintain the ratio required for Reduced Class Size. This money can benefit us more in instruction for children in grades K-3."	12/5/2006	12/14/2006
Palmetto Unified	Professional Development on Standards	334	\$8,800.00	\$8,800.00	100.0%	Act 135 Academic Assistance, 4-12	348	"to help cover the cost of teachers' salaries that provide direct student instruction for the District's EFA eligible students"	4/17/2007	4/30/2007
<b>TOTAL</b>				<b>\$25,885,195.11</b>						

Source: Actual Transfer Documents as provided to the EOC by the Department of Education. \* Includes prior year carryforward.



**APPENDIX D**

**Fiscal Year 2006-07**  
**Transfers by Quarter and by Program**

**QUARTER 1 (July through September)**

Funds Transferred FROM:			Funds Transferred TO:		
CODE	Program Name	Total	CODE	Program Name	Total
313	Parenting/Family Literacy (Carryforward)	\$25,000.00	301	High School Diploma	\$453,129.00
346	Act 135 Academic Assistance, K-3	\$100,000.00	348	Act 135 Academic Assistance, 4-12	\$100,000.00
393	Reduce Class Size	\$453,129.00	396	Alternative Schools	\$25,000.00
	<b>TOTAL:</b>	<b>\$578,129.00</b>			<b>\$578,129.00</b>

**QUARTER 2 (October through December)**

Funds Transferred FROM:			Funds Transferred TO:		
CODE	Program Name	Total	CODE	Program Name	Total
327	Critical Teaching Needs	\$8,445.48	301	High School Diploma	\$464,827.90
346	Act 135 Academic Assistance, K-3	\$175,000.00	320	Gifted and Talented, Academic	\$201,464.63
383	Summer School/Remediation	\$303,381.00	346	Act 135 Academic Assistance, K-3	\$779,666.62
391	Excellence in Middle Schools	\$201,464.63	348	Act 135 Academic Assistance, 4-12	\$780,671.15
393	Reduce Class Size	\$1,538,339.19			
	<b>TOTAL:</b>	<b>\$2,226,630.30</b>			<b>\$2,226,630.30</b>

# APPENDIX D

## Fiscal Year 2006-07 Transfers by Quarter and by Program

### QUARTER 3 (January through March)

Funds Transferred FROM			Funds Transferred TO:		
CODE	Program Name:	Total	CODE	Program Name	Total
301	High School Diploma	\$362,501.21	301	High School Diploma	\$3,022,540.53
313	Parenting/Family Literacy	\$82,415.83	320	Gifted and Talented, Academic	\$243,653.27
315	Advanced Placement	\$1,500.00	322	Gifted and Talented, Artistic	\$25,357.60
317	Advanced Placement Singleton	\$565.00	346	Act 135 Academic Assistance, K-3	\$3,847,702.78
322	Gifted and Talented, Artistic	\$67,498.00	348	Act 135 Academic Assistance, 4-12	\$2,377,639.67
327	Critical Teaching Needs	\$20,892.37	396	Alternative Schools	\$341,933.47
334	Professional Development on Standards	\$32,854.28			
346	Act 135 Academic Assistance, K-3	\$420,000.00			
349	Reading Recover	\$2,890.23			
383	Summer School/Remediation	\$1,871,818.39			
391	Excellence in Middle Schools	\$36,416.77			
393	Reduce Class Size	\$6,907,799.24			
		\$51,676.00			
	<b>TOTAL:</b>	<b>\$9,858,827.32</b>			<b>\$9,858,827.32</b>

**APPENDIX D**

**Fiscal Year 2006-07**  
**Transfers by Quarter and by Program**

**QUARTER 4 (April and May)**

Funds Transferred FROM:			Funds Transferred TO:		
CODE	Program Name:	Total	CODE	Program Name:	Total
301	High School Diploma	\$482,085.70	301	High School Diploma	\$1,549,791.04
305	Technology Initiative	\$19,000.00	305	Technology Initiative	\$100,000.00
313	Parenting/Family Literacy	\$51,585.98	320	Gifted and Talented, Academic	\$21,837.00
315	Advanced Placement	\$810.00	322	Gifted and Talented, Artistic	\$488.00
320	Gifted and Talented, Academic	\$327,121.00	330	Handicapped Student Services	\$46,378.00
322	Gifted and Talented, Artistic	\$50,514.00	340	Early Childhood	\$470,113.00
325	Career & technology Equipment	\$45,874.00	346	Act 135 Academic Assistance, K-3	\$4,628,141.48
327	Critical Teaching Needs	\$5,861.18	348	Act 135 Academic Assistance, 4-12	\$5,769,978.78
334	Professional Development on Standards	\$108,740.52	396	Alternative Schools	\$460,881.19
340	Early Childhood	\$199,220.98	960	K-5 Enhancement	\$104,000.00
342	Early Intervention Preschool Handicapped	\$102,941.01	967	6-8 Enhancement	\$70,000.00
346	Act 135 Academic Assistance, K-3	\$2,854,300.05			
383	Summer School/Remediation	\$2,479,116.58			
393	Reduce Class Size	\$6,050,802.25			
396	Alternative Schools	\$409,749.45			
399	Other EIA *	\$1,745.19			
916	ADEPT	\$19,094.74			
919	Education License Plates	\$1,253.37			
937	Student Health & Fitness	\$11,792.49			
	<b>TOTAL:</b>	<b>\$13,221,608.49</b>		<b>TOTAL:</b>	<b>\$13,221,608.49</b>

**GRAND TOTAL:****\$25,885,195.11**

## APPENDIX E

### School District Absolute Ratings 2002–2006

Incorporates revisions to ratings as of March 14, 2006

	District *	2006	2005	2004	2003	2002
1	Abbeville	Average	Good	Good	Average	Average
2	Aiken	Average	Good	Good	Good	Good
3	Allendale	Unsatisfactory	Unsatisfactory	Below Average	Unsatisfactory	Below Average
4	Anderson 1	Good	Excellent	Excellent	Excellent	Excellent
5	Anderson 2	Average	Good	Excellent	Good	Good
6	Anderson 3	Average	Average	Average	Average	Average
7	Anderson 4	Average	Good	Good	Excellent	Good
8	Anderson 5	Average	Good	Good	Good	Good
9	Bamberg 1	Average	Average	Average	Average	Good
10	Bamberg 2	Below Average	Below Average	Unsatisfactory	Unsatisfactory	Below Average
11	Barnwell 19	Below Average	Average	Good	Average	Below Average
12	Barnwell 29	Average	Average	Good	Average	Average
13	Barnwell 45	Average	Average	Average	Average	Average
14	Beaufort	Average	Average	Average	Average	Average
15	Berkeley	Average	Average	Good	Average	Average
16	Calhoun	Below Average	Below Average	Average	Below Average	Average
17	Charleston	Below Average	Good	Good	Average	Average
18	Cherokee	Average	Average	Average	Average	Average
19	Chester	Below Average	Average	Average	Below Average	Average
20	Chesterfield	Average	Average	Good	Average	Average
21	Clarendon 1	Below Average	Below Average	Below Average	Below Average	Below Average
22	Clarendon 2	Below Average	Below Average	Average	Average	Average
23	Clarendon 3	Average	Average	Average	Average	Average
24	Colleton	Unsatisfactory	Below Average	Average	Average	Below Average
25	Darlington	Below Average	Average	Average	Average	Average
26	Dillon 1	Below Average	Below Average	Average	Below Average	Below Average
27	Dillon 2	Unsatisfactory	Average	Average	Below Average	Below Average
28	Dillon 3	Average	Average	Good	Good	Good
29	Dorchester 2	Average	Good	Good	Good	Good
30	Dorchester 4	Below Average	Below Average	Average	Unsatisfactory	Below Average
31	Edgefield	Average	Average	Good	Good	Average
32	Fairfield	Unsatisfactory	Below Average	Below Average	Below Average	Below Average
33	Florence 1	Below Average	Average	Good	Average	Average
34	Florence 2	Average	Good	Good	Good	Average
35	Florence 3	Unsatisfactory	Below Average	Average	Below Average	Below Average
36	Florence 4	Below Average	Unsatisfactory	Below Average	Below Average	Below Average
37	Florence 5	Average	Good	Good	Good	Good
38	Georgetown	Average	Good	Good	Average	Average
39	Greenville	Average	Good	Good	Good	Good
40	Greenwood 50	Average	Good	Good	Good	Good
41	Greenwood 51	Average	Average	Average	Average	Average
42	Greenwood 52	Good	Excellent	Good	Good	Good
43	Hampton 1	Average	Average	Average	Good	Average

## APPENDIX E

	District *	2006	2005	2004	2003	2002
44	<b>Hampton 2</b>	Unsatisfactory	Unsatisfactory	Below Average	Unsatisfactory	Unsatisfactory
45	<b>Horry</b>	Average	Good	Good	Excellent	Good
46	<b>Jasper</b>	Unsatisfactory	Below Average	Below Average	Unsatisfactory	Unsatisfactory
47	<b>Kershaw</b>	Average	Good	Good	Good	Good
48	<b>Lancaster</b>	Average	Good	Good	Average	Average
49	<b>Laurens 55</b>	Below Average	Average	Good	Average	Average
50	<b>Laurens 56</b>	Average	Average	Average	Average	Average
51	<b>Lee</b>	Below Average	Unsatisfactory	Below Average	Unsatisfactory	Below Average
52	<b>Lexington 1</b>	Excellent	Excellent	Excellent	Excellent	Good
53	<b>Lexington 2</b>	Average	Good	Good	Good	Good
54	<b>Lexington 3</b>	Average	Average	Good	Average	Average
55	<b>Lexington 4</b>	Below Average	Average	Below Average	Average	Average
56	<b>Lexington 5</b>	Excellent	Excellent	Excellent	Excellent	Excellent
57	<b>Marion 1</b>	Unsatisfactory	Average	Average	Average	Below Average
58	<b>Marion 2</b>	Unsatisfactory	Average	Average	Average	Below Average
59	<b>Marion 7</b>	Unsatisfactory	Below Average	Below Average	Below Average	Below Average
60	<b>Marlboro</b>	Below Average	Below Average	Below Average	Below Average	Below Average
61	<b>McCormick</b>	Below Average	Below Average	Below Average	Below Average	Below Average
62	<b>Newberry</b>	Below Average	Average	Average	Average	Average
63	<b>Oconee</b>	Average	Good	Good	Good	Good
64	<b>Orangeburg 3</b>	Unsatisfactory	Below Average	Below Average	Below Average	Below Average
65	<b>Orangeburg 4</b>	Below Average	Average	Average	Average	Average
66	<b>Orangeburg 5</b>	Below Average	Average	Average	Average	Below Average
67	<b>Pickens</b>	Average	Good	Excellent	Excellent	Good
68	<b>Richland 1</b>	Below Average	Average	Average	Average	Average
69	<b>Richland 2</b>	Average	Good	Good	Excellent	Good
70	<b>Saluda</b>	Below Average	Average	Average	Average	Average
71	<b>Spartanburg 1</b>	Average	Good	Excellent	Good	Good
72	<b>Spartanburg 2</b>	Average	Good	Good	Good	Good
73	<b>Spartanburg 3</b>	Average	Good	Excellent	Good	Good
74	<b>Spartanburg 4</b>	Good	Good	Excellent	Good	Good
75	<b>Spartanburg 5</b>	Average	Good	Good	Good	Good
76	<b>Spartanburg 6</b>	Average	Good	Good	Good	Good
77	<b>Spartanburg 7</b>	Below Average	Average	Good	Good	Good
78	<b>Sumter 17</b>	Average	Average	Good	Average	Average
79	<b>Sumter 2</b>	Average	Average	Good	Good	Average
80	<b>Union</b>	Below Average	Good	Good	Good	Average
81	<b>Williamsburg</b>	Below Average	Average	Average	Average	Below Average
82	<b>York 1</b>	Average	Good	Good	Good	Average
83	<b>York 2</b>	Good	Good	Good	Excellent	Good
84	<b>York 3</b>	Average	Good	Good	Good	Good
85	<b>York 4</b>	Excellent	Excellent	Excellent	Excellent	Excellent

\* Shaded districts consistently utilized the flexibility proviso in FY03, FY04, FY05 and FY06.

Source: Department of Education,

<http://ed.sc.gov/topics/researchandstats/schoolreportcard/NCLBandEAASchoolReportCards.html>

## APPENDIX F

### ABSOLUTE INDICES Districts that Consistently Utilized Flexibility Provisos

	District	2006	2005	2004
1	Aiken	3.1	3.3	3.2
2	Allendale	2.1	2.3	2.4
3	Anderson 2	3.2	3.4	3.5
4	Anderson 3	2.9	3.1	3.0
5	Anderson 5	3.2	3.3	3.3
6	Barnwell 19	2.5	3.1	3.1
7	Barnwell 45	3.0	2.9	3.0
8	Beaufort	2.9	3.0	3.0
9	Chester	2.8	2.9	2.9
10	Chesterfield	2.9	3.1	3.1
11	Colleton	2.4	2.7	2.8
12	Dillon 1	2.8	2.6	2.9
13	Dillon 2	2.4	2.8	2.9
14	Dillon 3	3.1	3.0	3.2
15	Florence 1	2.6	3.1	3.1
16	Florence 2	3.2	3.2	3.4
17	Greenwood 50	3.0	3.2	3.3
18	Greenwood 51	3.0	3.0	2.8
19	Hampton 2	1.5	2.0	2.4
20	Horry	3.2	3.3	3.3
21	Jasper	2.4	2.4	2.5
22	Lancaster	2.9	3.2	3.1
23	Laurens 56	2.9	3.0	2.9
24	Lee	2.5	2.2	2.3
25	Marion 1	2.4	2.8	2.9
26	Marion 2	2.3	2.8	2.7
27	Pickens	3.1	3.3	3.5
28	Richland 1	2.5	2.9	3.0
29	Spartanburg 1	3.2	3.4	3.5
30	Spartanburg 2	3.2	3.4	3.3
31	Spartanburg 4	3.4	3.4	3.5
32	Sumter 17	2.9	3.0	3.2
	Mean	2.8	3.0	3.0
	Std Deviation	0.41	0.36	0.33
	Median	2.9	3.0	3.1
	Mode	3.2	3.0	2.9
	Maximum	3.4	3.4	3.5
	Minimum	1.5	2.0	2.3

Source: Department of Education,  
[http://ed.sc.gov/topics/researchandstats/schoolreportcard/NCLB  
andEAASchoolReportCards.html](http://ed.sc.gov/topics/researchandstats/schoolreportcard/NCLBandEAASchoolReportCards.html)



## APPENDIX G

### ABSOLUTE INDICES Districts that DID NOT Consistently Utilize Flexibility Provisos

	District	2006	2005	2004
1	Abbeville	3.1	3.3	3.2
2	Anderson 1	3.4	3.6	3.5
3	Anderson 4	3.2	3.5	3.2
4	Bamberg 1	3.0	2.9	3.0
5	Bamberg 2	2.5	2.7	2.2
6	Barnwell 29	3.2	3.0	3.1
7	Berkeley	3.0	3.1	3.1
8	Calhoun	2.8	2.4	2.9
9	Charleston	2.7	3.2	3.2
10	Cherokee	2.9	2.9	3.0
11	Clarendon 1	2.5	2.5	2.6
12	Clarendon 2	2.8	2.7	2.9
13	Clarendon 3	3.2	3.1	2.9
14	Darlington	2.5	3.0	3.0
15	Dorchester 2	3.2	3.4	3.3
16	Dorchester 4	2.7	2.7	2.9
17	Edgefield	3.0	3.0	3.1
18	Fairfield	2.2	2.5	2.6
19	Florence 3	1.8	2.6	2.7
20	Florence 4	2.5	2.2	2.4
21	Florence 5	3.1	3.3	3.3
22	Georgetown	3.0	3.2	3.3
23	Greenville	3.1	3.3	3.2
24	Greenwood 52	3.3	3.6	3.3
25	Hampton 1	2.9	2.9	3.0
26	Kershaw	3.1	3.2	3.2
27	Laurens 55	2.7	3.1	3.1
28	Lexington 1	3.7	3.6	3.6
29	Lexington 2	3.1	3.2	3.2
30	Lexington 3	2.9	3.0	3.4
31	Lexington 4	2.5	2.9	2.6
32	Lexington 5	3.7	4.0	3.8
33	Marion 7	2.2	2.4	2.5
34	Marlboro	2.7	2.4	2.5
35	McCormick	2.7	2.6	2.4
36	Newberry	2.6	3.0	3.0
37	Oconee	3.1	3.2	3.4
38	Orangeburg 3	1.8	2.3	2.5
39	Orangeburg 4	2.6	2.9	2.8
40	Orangeburg 5	2.7	2.8	2.9

## APPENDIX G

41	<b>Richland 2</b>	3.2	3.3	3.3
42	<b>Saluda</b>	2.8	3.0	2.9
43	<b>Spartanburg 3</b>	3.1	3.5	3.5
44	<b>Spartanburg 5</b>	3.1	3.4	3.4
45	<b>Spartanburg 6</b>	3.1	3.3	3.4
46	<b>Spartanburg 7</b>	2.6	3.0	3.3
47	<b>Sumter 2</b>	2.9	3.0	3.2
48	<b>Union</b>	2.8	3.2	3.1
49	<b>Williamsburg</b>	2.8	2.8	3.0
50	<b>York 1</b>	3.1	3.3	3.3
51	<b>York 2</b>	3.3	3.3	3.3
52	<b>York 3</b>	3.1	3.3	3.3
53	<b>York 4</b>	3.8	3.9	3.8

<b>Mean</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>
<b>Std Deviation</b>	<b>0.40</b>	<b>0.39</b>	<b>0.35</b>
<b>Median</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>
<b>Mode</b>	<b>3.1</b>	<b>3.3</b>	<b>3.3</b>
<b>Maximum</b>	<b>3.8</b>	<b>4.0</b>	<b>3.8</b>
<b>Minimum</b>	<b>1.8</b>	<b>2.2</b>	<b>2.2</b>

Source: Department of Education,  
<http://ed.sc.gov/topics/researchandstats/schoolreportcard/NCLBandEAASchoolReportCards.html>

## APPENDIX H

### STUDENT ENROLLMENTS

#### Districts that Consistently Utilized Flexibility Provisos

	District	2006	2005	2004	2003	Change 2003 to 2004	Change 2004 to 2005	Change 2005 to 2006	Change 2003 to 2006	% Change 2003 to 2006
1	Aiken	24,867	24,126	24,164	24,108	56	(38)	741	759	3.15%
2	Allendale	1,712	1,662	1,733	1,815	(82)	(71)	50	(103)	-5.67%
3	Anderson 2	3,716	3,700	3,650	3,591	59	50	16	125	3.48%
4	Anderson 3	2,611	2,636	2,596	2,570	26	40	(25)	41	1.60%
5	Anderson 5	12,045	11,607	11,506	11,252	254	101	438	793	7.05%
6	Barnwell 19	922	915	903	932	(29)	12	7	(10)	-1.07%
7	Barnwell 45	2,642	2,662	2,720	2,722	(2)	(58)	(20)	(80)	-2.94%
8	Beaufort	18,988	17,830	17,401	17,066	335	429	1,158	1,922	11.26%
9	Chester	6,026	5,719	6,123	6,374	(251)	(404)	307	(348)	-5.46%
10	Chesterfield	8,150	7,863	7,886	7,993	(107)	(23)	287	157	1.96%
11	Colleton	6,495	6,324	6,339	6,541	(202)	(15)	171	(46)	-0.70%
12	Dillon 1	864	861	875	919	(44)	(14)	3	(55)	-5.98%
13	Dillon 2	3,675	3,576	3,639	3,681	(42)	(63)	99	(6)	-0.16%
14	Dillon 3	1,595	1,340	1,512	1,652	(140)	(172)	255	(57)	-3.45%
15	Florence 1	15,212	14,324	14,218	13,883	335	106	888	1,329	9.57%
16	Florence 2	1,169	1,151	1,112	1,142	(30)	39	18	27	2.36%
17	Greenwood 50	9,444	9,004	9,149	9,010	139	(145)	440	434	4.82%
18	Greenwood 51	1,200	1,159	1,220	1,377	(157)	(61)	41	(177)	-12.85%
19	Hampton 2	1,336	1,397	1,412	1,427	(15)	(15)	(61)	(91)	-6.38%
20	Horry	34,477	31,872	30,467	29,389	1,078	1,405	2,605	5,088	17.31%
21	Jasper	3,178	3,027	2,968	3,154	(186)	59	151	24	0.76%
22	Lancaster	11,295	10,931	10,933	10,926	7	(2)	364	369	3.38%
23	Laurens 56	3,300	3,254	3,276	3,370	(94)	(22)	46	(70)	-2.08%
24	Lee	2,687	2,601	2,728	2,675	53	(127)	86	12	0.45%
25	Marion 1	3,143	3,096	3,115	3,184	(69)	(19)	47	(41)	-1.29%
26	Marion 2	2,029	1,992	2,078	2,160	(82)	(86)	37	(131)	-6.06%
27	Pickens	16,568	16,052	16,004	15,920	84	48	516	648	4.07%
28	Richland 1	25,088	24,841	25,233	25,496	(263)	(392)	247	(408)	-1.60%
29	Spartanburg 1	4,761	4,540	4,482	4,403	79	58	221	358	8.13%
30	Spartanburg 2	9,234	8,695	8,487	8,323	164	208	539	911	10.95%
31	Spartanburg 4	2,943	2,889	2,895	2,902	(7)	(6)	54	41	1.41%
32	Sumter 17	8,891	8,698	8,633	8,746	(113)	65	193	145	1.66%
	<b>TOTAL:</b>	<b>250,263</b>	<b>240,344</b>	<b>239,457</b>	<b>238,703</b>	<b>754</b>	<b>887</b>	<b>9,919</b>	<b>11,560</b>	<b>4.84%</b>

Mean	7,821	7,511	7,483	7,459
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STATE	695,267	668,780	664,439	656,368			26,487	30,828	4.64%
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Source: Department of Education,  
<http://ed.sc.gov/topics/researchandstats/schoolreportcard/NCLBandEAASchoolReportCards.html>

# APPENDIX I

## STUDENT ENROLLMENTS

### Districts that DID NOT Consistently Utilize Flexibility Provisos

	District	2006	2005	2004	2003	Change 2003 to 2004	Change 2004 to 2005	Change 2005 to 2006	Change 2003 to 2006	% Change 2003 to 2006
1	Abbeville	3,692	3,585	3,675	3,739	-64	(90)	107	(47)	-1.26%
2	Anderson 1	8,626	8,124	7,947	7,728	219	177	502	898	11.62%
3	Anderson 4	2,854	2,724	2,727	2,690	37	(3)	130	164	6.10%
4	Bamberg 1	1,654	1,599	1,602	1,634	-32	(3)	55	20	1.22%
5	Bamberg 2	1,027	982	1,039	1,029	10	(57)	45	(2)	-0.19%
6	Barnwell 29	989	922	951	935	16	(29)	67	54	5.78%
7	Berkeley	27,695	26,544	26,412	26,508	-96	132	1,151	1,187	4.48%
8	Calhoun	1,743	1,796	1,864	1,883	-19	(68)	(53)	(140)	-7.43%
9	Charleston	43,247	41,912	42,118	41,524	594	(206)	1,335	1,723	4.15%
10	Cherokee	9,322	8,922	8,869	8,848	21	53	400	474	5.36%
11	Clarendon 1	1,069	1,102	1,164	1,204	-40	(62)	(33)	(135)	-11.21%
12	Clarendon 2	2,390	3,287	3,382	3,506	-124	(95)	(897)	(1,116)	-31.83%
13	Clarendon 3	1,321	1,248	1,280	1,002	278	(32)	73	319	31.84%
14	Darlington	11,305	11,391	11,426	11,733	-307	(35)	(86)	(428)	-3.65%
15	Dorchester 2	19,336	18,030	17,456	16,651	805	574	1,306	2,685	16.13%
16	Dorchester 4	2,057	2,274	2,400	2,347	53	(126)	(217)	(290)	-12.36%
17	Edgefield	4,169	3,976	3,856	3,884	-28	120	193	285	7.34%
18	Fairfield	3,680	3,465	3,477	3,432	45	(12)	215	248	7.23%
19	Florence 3	3,901	3,801	3,895	4,345	-450	(94)	100	(444)	-10.22%
20	Florence 4	1,061	1,050	1,044	1,065	-21	6	11	(4)	-0.38%
21	Florence 5	1,487	1,458	1,466	1,470	-4	(8)	29	17	1.16%
22	Georgetown	10,309	9,885	10,001	9,684	317	(116)	424	625	6.45%
23	Greenville	66,093	63,242	61,991	61,013	978	1,251	2,851	5,080	8.33%
24	Greenwood 52	1,687	1,636	1,677	1,679	-2	(41)	51	8	0.48%
25	Hampton 1	2,858	2,689	2,662	2,592	70	27	169	266	10.26%
26	Kershaw	10,337	9,959	9,854	9,629	225	105	378	708	7.35%
27	Laurens 55	6,054	5,710	5,705	5,760	-55	5	344	294	5.10%
28	Lexington 1	19,523	18,734	18,301	17,913	388	433	789	1,610	8.99%
29	Lexington 2	9,129	8,680	8,716	8,661	55	(36)	449	468	5.40%
30	Lexington 3	2,207	2,155	2,168	2,210	-42	(13)	52	(3)	-0.14%
31	Lexington 4	3,616	3,397	3,362	3,428	-66	35	219	188	5.48%
32	Lexington 5	16,618	15,879	15,408	15,033	375	471	739	1,585	10.54%
33	Marion 7	950	948	997	905	92	(49)	2	45	4.97%
34	Marlboro	4,963	4,843	4,919	4,934	-15	(76)	120	29	0.59%
35	McCormick	899	885	880	1,049	-169	5	14	(150)	-14.30%
36	Newberry	5,947	5,727	5,700	5,720	-20	27	220	227	3.97%
37	Oconee	10,755	10,437	10,417	10,136	281	20	318	619	6.11%
38	Orangeburg 3	3,353	3,342	3,393	3,572	-179	(51)	11	(219)	-6.13%
39	Orangeburg 4	4,232	4,140	4,155	4,239	-84	(15)	92	(7)	-0.17%
40	Orangeburg 5	7,186	6,970	7,113	7,369	-256	(143)	216	(183)	-2.48%
41	Richland 2	21,441	19,933	18,969	18,592	377	964	1,508	2,849	15.32%

## APPENDIX I

42	Saluda	2,173	2,093	2,100	2,075	25	(7)	80	98	4.72%
43	Spartanburg 3	3,176	3,014	3,029	3,095	-66	(15)	162	81	2.62%
44	Spartanburg 5	6,728	6,313	6,100	5,866	234	213	415	862	14.69%
45	Spartanburg 6	9,747	9,451	9,349	9,231	118	102	296	516	5.59%
46	Spartanburg 7	8,134	8,059	8,314	8,482	-168	(255)	75	(348)	-4.10%
47	Sumter 2	9,041	8,987	9,207	9,240	-33	(220)	54	(199)	-2.15%
48	Union	4,836	4,760	4,850	4,882	-32	(90)	76	(46)	-0.94%
49	Williamsburg	5,726	5,650	5,796	5,872	-76	(146)	76	(146)	-2.49%
50	York 1	5,168	4,912	4,952	4,979	-27	(40)	256	189	3.80%
51	York 2	5,688	5,116	5,015	4,811	204	101	572	877	18.23%
52	York 3	16,632	16,021	15,606	15,272	334	415	611	1,360	8.91%
53	York 4	7,173	6,677	6,226	5,857	369	451	496	1,316	22.47%
	<b>Total:</b>	<b>445,004</b>	<b>428,436</b>	<b>424,982</b>	<b>420,937</b>	<b>4,045</b>	<b>3,454</b>	<b>16,568</b>	<b>24,067</b>	<b>5.72%</b>

MEAN:

8,396 8,084 8,019 7,942

STATE:

695,267 668,780 664,439 659,640 26,487 26,487 35,627 5.40%

Source: Department of Education,  
<http://ed.sc.gov/topics/researchandstats/schoolreportcard/NCLBandEAASchoolReportCards.html>

## APPENDIX J

### LEADERSHIP

		# Superintendents
	DISTRICT	Between 2003 and 2006 *
1	Abbeville	2
2	Aiken	1
3	Allendale	1
4	Anderson 1	2
5	Anderson 2	1
6	Anderson 3	1
7	Anderson 4	1
8	Anderson 5	1
9	Bamberg 1	1
10	Bamberg 2	3
11	Barnwell 19	2
12	Barnwell 29	1
13	Barnwell 45	1
14	Beaufort	3
15	Berkeley	1
16	Calhoun	2
17	Charleston	1
18	Cherokee	1
19	Chester	2
20	Chesterfield	2
21	Clarendon 1	3
22	Clarendon 2	1
23	Clarendon 3	2
24	Colleton	1
25	Darlington	1
26	Dillon 1	1
27	Dillon 2	1
28	Dillon 3	1
29	Dorchester 2	1
30	Dorchester 4	3
31	Edgefield	1
32	Fairfield	2
33	Florence 1	2
34	Florence 2	1
35	Florence 3	1
36	Florence 4	2
37	Florence 5	1
38	Georgetown	2
39	Greenville	2
40	Greenwood 50	2
41	Greenwood 51	1
42	Greenwood 52	1
43	Hampton 1	1
44	Hampton 2	1
		# Superintendents

## APPENDIX J

	DISTRICT	Between 2003 and 2006 *
45	Horry	2
46	Jasper	1
47	Kershaw	1
48	Lancaster	2
49	Laurens 55	1
50	Laurens 56	2
51	Lee	2
52	Lexington 1	1
53	Lexington 2	1
54	Lexington 3	1
55	Lexington 4	1
56	Lexington 5	3
57	McCormick	2
58	Marion 1	2
59	Marion 2	3
60	Marion 7	1
61	Marlboro	1
62	Newberry	3
63	Oconee	1
64	Orangeburg 3	1
65	Orangeburg 4	2
66	Orangeburg 5	1
67	Pickens	2
68	Richland 1	2
69	Richland 2	1
70	Saluda	1
71	Spartanburg 1	1
72	Spartanburg 2	2
73	Spartanburg 3	1
74	Spartanburg 4	1
75	Spartanburg 5	2
76	Spartanburg 6	1
77	Spartanburg 7	2
78	Sumter 2	1
79	Sumter 17	1
80	Union	1
81	Williamsburg	2
82	York 1	3
83	York 2	2
84	York 3	1
85	York 4	2

\* As reflected on the fact files for districts for the 2004, 2005 and 2006 District Report Cards. Interim superintendents and TBA superintendents are included.<http://ed.sc.gov/topics/researchandstats/schoolreportcard/>.

## APPENDIX K

### Per Pupil Expenditures for Instruction \*

#### ALL DISTRICTS

	District	2002-03	2003-04	2004-05	Difference *	% Change
1	Abbeville	\$4,262	\$4,314	\$4,763	\$501	11.76%
2	Aiken	\$4,059	\$4,120	\$4,287	\$228	5.62%
3	Allendale	\$5,957	\$6,064	\$5,768	(\$189)	-3.17%
4	Anderson 1	\$3,610	\$3,691	\$3,967	\$357	9.89%
5	Anderson 2	\$4,538	\$4,083	\$4,265	(\$273)	-6.02%
6	Anderson 3	\$3,790	\$3,836	\$3,944	\$154	4.06%
7	Anderson 4	\$4,047	\$4,183	\$4,490	\$443	10.95%
8	Anderson 5	\$4,379	\$4,268	\$4,709	\$330	7.54%
9	Bamberg 1	\$4,494	\$4,513	\$4,849	\$355	7.90%
10	Bamberg 2	\$4,813	\$5,221	\$6,211	\$1,398	29.05%
11	Barnwell 19	\$5,008	\$5,161	\$4,866	(\$142)	-2.84%
12	Barnwell 29	\$4,429	\$4,077	\$4,511	\$82	1.85%
13	Barnwell 45	\$4,238	\$4,187	\$4,475	\$237	5.59%
14	Beaufort	\$4,622	\$5,046	\$5,225	\$603	13.05%
15	Berkeley	\$3,969	\$3,800	\$3,967	(\$2)	-0.05%
16	Calhoun	\$4,853	\$4,996	\$5,060	\$207	4.27%
17	Charleston	\$4,440	\$4,582	\$4,783	\$343	7.73%
18	Cherokee	\$4,225	\$4,448	\$4,568	\$343	8.12%
19	Chester	\$4,421	\$4,453	\$4,643	\$222	5.02%
20	Chesterfield	\$4,102	\$4,280	\$4,434	\$332	8.09%
21	Clarendon 1	\$4,349	\$4,391	\$5,002	\$653	15.01%
22	Clarendon 2	\$3,628	\$3,542	\$3,869	\$241	6.64%
23	Clarendon 3	\$3,615	\$3,686	\$4,035	\$420	11.62%
24	Colleton	\$4,114	\$4,169	\$4,327	\$213	5.18%
25	Darlington	\$4,425	\$4,423	\$4,535	\$110	2.49%
26	Dillon 1	\$4,035	\$4,298	\$4,466	\$431	10.68%
27	Dillon 2	\$3,511	\$3,661	\$3,772	\$261	7.43%
28	Dillon 3	\$3,853	\$3,775	\$3,754	(\$99)	-2.57%
29	Dorchester 2	\$3,927	\$3,985	\$4,067	\$140	3.57%
30	Dorchester 4	\$4,997	\$4,848	\$5,076	\$79	1.58%
31	Edgefield	\$4,292	\$4,417	\$4,396	\$104	2.42%
32	Fairfield	\$5,320	\$5,561	\$5,674	\$354	6.65%
33	Florence 1	\$4,010	\$4,261	\$4,437	\$427	10.65%
34	Florence 2	\$4,147	\$4,159	\$4,338	\$191	4.61%
35	Florence 3	\$4,319	\$4,513	\$4,430	\$111	2.57%
36	Florence 4	\$5,310	\$4,941	\$4,899	(\$411)	-7.74%
37	Florence 5	\$4,047	\$4,083	\$4,333	\$286	7.07%
38	Georgetown	\$4,776	\$4,829	\$5,048	\$272	5.70%



# APPENDIX K

## Per Pupil Expenditures for Instruction \*

### ALL DISTRICTS

	District	2002-03	2003-04	2004-05	Difference *	% Change
39	Greenville	\$3,885	\$3,883	\$4,079	\$194	4.99%
40	Greenwood 50	\$4,061	\$4,002	\$4,146	\$85	2.09%
41	Greenwood 51	\$4,057	\$4,117	\$4,413	\$356	8.77%
42	Greenwood 52	\$3,939	\$4,095	\$3,987	\$48	1.22%
43	Hampton 1	\$3,941	\$3,997	\$4,255	\$314	7.97%
44	Hampton 2	\$4,601	\$4,695	\$4,529	(\$72)	-1.56%
45	Horry	\$4,408	\$4,579	\$4,784	\$376	8.53%
46	Jasper	\$4,818	\$4,590	\$4,408	(\$410)	-8.51%
47	Kershaw	\$4,022	\$3,988	\$4,352	\$330	8.20%
48	Lancaster	\$4,074	\$4,140	\$4,452	\$378	9.28%
49	Laurens 55	\$3,846	\$3,754	\$3,880	\$34	0.88%
50	Laurens 56	\$3,248	\$4,233	\$4,227	\$979	30.14%
51	Lee	\$4,978	\$4,797	\$5,287	\$309	6.21%
52	Lexington 1	\$4,353	\$4,365	\$4,666	\$313	7.19%
53	Lexington 2	\$4,683	\$4,704	\$4,843	\$160	3.42%
54	Lexington 3	\$4,505	\$4,563	\$4,654	\$149	3.31%
55	Lexington 4	\$3,644	\$3,622	\$3,783	\$139	3.81%
56	Lexington 5	\$4,564	\$4,716	\$4,693	\$129	2.83%
57	Marion 1	\$4,123	\$4,087	\$4,195	\$72	1.75%
58	Marion 2	\$3,976	\$4,421	\$4,521	\$545	13.71%
59	Marion 7	\$4,822	\$5,257	\$5,337	\$515	10.68%
60	Marlboro	\$3,946	\$4,244	\$4,464	\$518	13.13%
61	McCormick	\$4,633	\$5,007	\$4,976	\$343	7.40%
62	Newberry	\$4,633	\$4,794	\$5,073	\$440	9.50%
63	Oconee	\$4,766	\$4,782	\$4,926	\$160	3.36%
64	Orangeburg 3	\$4,774	\$4,841	\$5,154	\$380	7.96%
65	Orangeburg 4	\$4,146	\$4,047	\$4,334	\$188	4.53%
66	Orangeburg 5	\$4,972	\$5,097	\$5,410	\$438	8.81%
67	Pickens	\$3,946	\$3,929	\$4,045	\$99	2.51%
68	Richland 1	\$5,291	\$5,634	\$6,127	\$836	15.80%
69	Richland 2	\$4,463	\$4,742	\$4,813	\$350	7.84%
70	Saluda	\$4,135	\$3,905	\$3,929	(\$206)	-4.98%
71	Spartanburg 1	\$4,603	\$4,524	\$4,900	\$297	6.45%
72	Spartanburg 2	\$3,514	\$3,498	\$3,680	\$166	4.72%
73	Spartanburg 3	\$4,969	\$4,833	\$4,872	(\$97)	-1.95%
74	Spartanburg 4	\$3,588	\$3,761	\$3,944	\$356	9.92%
75	Spartanburg 5	\$4,663	\$4,761	\$4,884	\$221	4.74%
76	Spartanburg 6	\$4,190	\$4,293	\$4,491	\$301	7.18%
77	Spartanburg 7	\$5,006	\$5,863	\$5,565	\$559	11.17%
78	Sumter 2	\$3,426	\$3,451	\$3,656	\$230	6.71%
79	Sumter 17	\$4,148	\$4,116	\$4,301	\$153	3.69%

## APPENDIX K

### Per Pupil Expenditures for Instruction \* ALL DISTRICTS

	District	2002-03	2003-04	2004-05	Difference *	% Change
80	Union	\$4,565	\$4,463	\$4,538	(\$27)	-0.59%
81	Williamsburg	\$4,347	\$4,268	\$4,361	\$14	0.32%
82	York 1	\$4,167	\$4,441	\$4,543	\$376	9.02%
83	York 2	\$4,983	\$4,891	\$4,993	\$10	0.20%
84	York 3	\$4,130	\$4,290	\$4,307	\$177	4.29%
85	York 4	\$4,127	\$4,179	\$4,267	\$140	3.39%
	<b>STATE</b>	<b>\$4,279</b>	<b>\$4,349</b>	<b>\$4,546</b>	<b>\$267</b>	<b>6.24%</b>

\* Difference is the result of subtracting 2004-05 per pupil expenditures for instruction from 2002-03 per pupil expenditures for instruction.  
 Shaded districts consistently utilized the flexibility provisos in FY04, FY05 and FY06.  
 Source: In\$ite data published by the Department of Education.  
<http://ed.sc.gov/agency/offices/finance/insite/>. Pupil expenditures does not include capital and out-of-district obligations.

APPENDIX L

**Per Pupil Expenditures for Instruction**  
**Districts that Consistently Utilized Flexibility Provisos**

	District	2002-03	% of Total Expenditures		2003-04	% of Total Expenditures		2004-05	% of Total Expenditures	Total Difference *	% of Total Expenditures 2002-03 to 2004-05	2005 Absolute Rating
1	Aiken	\$4,059	63.09%		\$4,120	63.50%		\$4,287	63.34%	\$228	0.25%	Good
2	Allendale	\$5,957	54.42%		\$6,064	56.93%		\$5,768	49.43%	(\$189)	-4.99%	Unsatisfactory
3	Anderson 2	\$4,538	62.54%		\$4,083	60.73%		\$4,265	60.52%	(\$273)	-2.02%	Good
4	Anderson 3	\$3,790	59.22%		\$3,836	59.03%		\$3,944	56.42%	\$154	-2.80%	Average
5	Anderson 5	\$4,379	61.16%		\$4,268	59.66%		\$4,709	60.47%	\$330	-0.69%	Good
6	Barnwell 19	\$5,008	55.68%		\$5,161	55.48%		\$4,866	52.89%	(\$142)	-2.79%	Average
7	Barnwell 45	\$4,238	64.63%		\$4,187	63.38%		\$4,475	62.27%	\$237	-2.36%	Average
8	Beaufort	\$4,622	57.18%		\$5,046	57.43%		\$5,225	58.65%	\$603	1.47%	Average
9	Chester	\$4,421	61.27%		\$4,453	60.14%		\$4,643	57.30%	\$222	-3.97%	Average
10	Chesterfield	\$4,102	59.27%		\$4,280	60.76%		\$4,434	59.63%	\$332	0.36%	Average
11	Colleton	\$4,114	58.02%		\$4,169	59.13%		\$4,327	58.48%	\$213	0.46%	Below Average
12	Dillon 1	\$4,035	58.41%		\$4,298	57.92%		\$4,466	55.35%	\$431	-3.06%	Below Average
13	Dillon 2	\$3,511	56.14%		\$3,661	56.02%		\$3,772	53.58%	\$261	-2.56%	Average
14	Dillon 3	\$3,853	57.38%		\$3,775	53.72%		\$3,754	55.46%	(\$99)	-1.92%	Average
15	Florence 1	\$4,010	61.13%		\$4,261	62.06%		\$4,437	60.55%	\$427	-0.58%	Average
16	Florence 2	\$4,147	60.99%		\$4,159	60.55%		\$4,338	60.71%	\$191	-0.28%	Good
17	Greenwood 50	\$4,061	61.14%		\$4,002	59.33%		\$4,146	57.94%	\$85	-3.20%	Good
18	Greenwood 51	\$4,057	54.23%		\$4,117	55.43%		\$4,413	55.79%	\$356	1.56%	Average
19	Hampton 2	\$4,601	54.53%		\$4,695	55.19%		\$4,529	49.84%	(\$72)	-4.69%	Unsatisfactory
20	Horry	\$4,408	59.90%		\$4,579	60.04%		\$4,784	59.94%	\$376	0.04%	Good
21	Jasper	\$4,818	59.79%		\$4,590	59.28%		\$4,408	55.71%	(\$410)	-4.08%	Below Average
22	Lancaster	\$4,074	60.24%		\$4,140	61.25%		\$4,452	61.29%	\$378	1.05%	Good
23	Laurens 56	\$3,248	56.30%		\$4,233	57.20%		\$4,227	54.27%	\$979	-2.03%	Average
24	Lee	\$4,978	57.55%		\$4,797	55.04%		\$5,287	54.07%	\$309	-3.48%	Unsatisfactory
25	Marion 1	\$4,123	60.62%		\$4,087	59.90%		\$4,195	58.66%	\$72	-1.96%	Below Average
26	Marion 2	\$3,976	56.78%		\$4,421	59.67%		\$4,521	59.14%	\$545	2.36%	Average
27	Pickens	\$3,946	61.28%		\$3,929	60.84%		\$4,045	59.50%	\$99	-1.78%	Good
28	Richland 1	\$5,291	57.32%		\$5,634	58.75%		\$6,127	59.55%	\$836	2.23%	Average

## APPENDIX L

### Districts that Consistently Utilized Flexibility Provisos

	District	2002-03	% of Total Expenditures		2003-04	% of Total Expenditures		2004-05	% of Total Expenditures	Total Difference *	% of Total Expenditures 2002-03 to 2004-05	2005 Absolute Rating
29	Spartanburg 1	\$4,603	62.52%		\$4,524	62.22%		\$4,900	63.39%	\$297	0.87%	Good
30	Spartanburg 2	\$3,514	60.84%		\$3,498	59.66%		\$3,680	60.25%	\$166	-0.59%	Good
31	Spartanburg 4	\$3,588	58.47%		\$3,761	58.33%		\$3,944	59.35%	\$356	0.88%	Good
32	Sumter 17	\$4,148	60.37%		\$4,116	58.33%		\$4,301	58.66%	\$153	-1.71%	Average

\* Difference is the result of subtracting 2004-05 per pupil expenditures for instruction from the 2002-03 per pupil expenditures for instruction.  
Source: InSite data published by the Department of Education. <http://ed.sc.gov/agency/offices/finance/insite/>.

# APPENDIX M

## Districts that Consistently Utilized Flexibility Provisos % Per Pupil Expenditures for:

	District	2002-03					2004-05			
*		Instruction	Instructional Support	Operations	Other Commitments	Leadership	Instruction	Instructional Support	Operations	Other Commitments
1	Aiken	63.09%	11.52%	17.76%	0.00%	7.62%	63.34%	11.39%	17.83%	0.00%
2	Allendale	54.42%	12.48%	21.71%	0.00%	11.38%	49.43%	19.70%	19.72%	0.00%
3	Anderson 2	62.54%	10.97%	16.89%	0.00%	9.60%	60.52%	11.81%	19.01%	0.00%
4	Anderson 3	59.22%	14.02%	19.08%	0.00%	7.69%	56.42%	14.23%	21.64%	0.00%
5	Anderson 5	61.16%	12.70%	18.84%	0.00%	7.29%	60.47%	12.84%	19.50%	0.00%
6	Barnwell 19	55.68%	15.59%	18.22%	0.00%	10.51%	52.89%	15.91%	19.89%	0.00%
7	Barnwell 45	64.63%	9.50%	17.12%	0.00%	8.76%	62.27%	10.29%	17.72%	0.00%
8	Beaufort	57.18%	13.71%	19.87%	0.06%	9.18%	58.65%	14.16%	18.84%	0.00%
9	Chester	61.27%	11.13%	18.58%	0.00%	9.02%	57.30%	13.14%	21.28%	0.00%
10	Chesterfield	59.27%	14.02%	18.40%	0.00%	8.31%	59.63%	13.52%	18.87%	0.00%
11	Colleton	58.02%	12.02%	20.62%	0.00%	9.34%	58.48%	10.60%	21.45%	0.00%
12	Dillon 1	58.41%	11.99%	18.60%	0.00%	11.00%	55.35%	15.35%	18.65%	0.00%
13	Dillon 2	56.14%	13.11%	21.73%	0.00%	9.02%	53.58%	16.27%	21.05%	0.00%
14	Dillon 3	57.38%	12.72%	20.02%	0.00%	9.88%	55.46%	12.23%	20.03%	0.00%
15	Florence 1	61.13%	13.95%	16.95%	0.00%	7.96%	60.55%	14.08%	17.38%	0.00%
16	Florence 2	60.99%	11.46%	18.82%	0.00%	8.74%	60.71%	13.58%	16.35%	0.00%
17	Greenwood 50	61.14%	14.59%	16.53%	0.00%	7.73%	57.94%	15.41%	18.75%	0.00%
18	Greenwood 51	54.23%	15.34%	18.15%	0.00%	12.28%	55.79%	13.39%	19.88%	0.00%
19	Hampton 2	54.53%	13.22%	19.88%	0.00%	12.37%	49.84%	14.80%	23.46%	0.00%
20	Horry	59.90%	12.55%	20.21%	0.00%	7.34%	59.94%	12.91%	20.26%	0.00%
21	Jasper	59.79%	11.98%	19.64%	0.00%	8.60%	55.71%	15.28%	20.66%	0.00%
22	Lancaster	60.24%	12.74%	18.07%	0.00%	8.95%	61.29%	13.00%	16.52%	0.00%
23	Laurens 56	56.30%	14.91%	18.46%	0.00%	10.33%	54.27%	17.47%	18.63%	0.00%
24	Lee	57.55%	13.57%	18.78%	0.00%	10.10%	54.07%	13.17%	20.33%	0.41%
25	Marion 1	60.62%	13.24%	19.14%	0.00%	7.01%	58.66%	14.31%	20.36%	0.00%
26	Marion 2	56.78%	16.37%	18.37%	0.00%	8.48%	59.14%	14.81%	18.47%	0.00%
27	Pickens	61.28%	12.81%	18.39%	0.00%	7.52%	59.50%	14.27%	18.99%	0.00%
28	Richland 1	57.32%	13.39%	21.04%	0.00%	8.25%	59.55%	12.95%	19.69%	0.00%
29	Spartanburg 1	62.52%	12.88%	17.84%	0.00%	6.76%	63.39%	12.32%	17.47%	0.00%
30	Spartanburg 2	60.84%	11.51%	19.47%	0.00%	8.18%	60.25%	11.58%	19.90%	0.00%
31	Spartanburg 4	58.47%	12.48%	19.41%	0.00%	9.64%	59.35%	12.90%	17.83%	0.00%
32	Sumter 17	60.37%	13.43%	18.15%	0.00%	8.05%	58.66%	13.87%	19.48%	0.00%

\* The twenty-one districts in italics and noted by the shaded box had declines in the percentage of total funds expended on instruction from 2004-05 to 2002-03.  
Source: In\$ite data published by the Department of Education. <http://ed.sc.gov/agency/offices/finance/insite/>. "Instruction" is face-to-face teaching and classroom materials including pupil-use technology and software. "Instructional Support" includes such items as guidance and counseling, library and media, student health, psychologists, social workers, etc. "Operations" includes transportation, food service, safety, building upkeep, maintenance, data processing and business operations. "Other Commitments" are budgeted contingencies, debt service, capital projects, charter school, retiree benefits and other. "Leadership" are principals, assistant principals, senior administrators, superintendent, school board, etc.

APPENDIX M

Leadership
7.43%
11.14%
8.66%
7.71%
7.20%
11.31%
9.72%
8.35%
8.28%
7.98%
9.48%
10.66%
9.11%
12.28%
7.99%
9.37%
7.90%
10.94%
11.90%
6.88%
8.35%
9.19%
9.62%
12.02%
6.67%
7.58%
7.24%
7.82%
6.82%
8.27%
9.92%
7.99%

ations" include

## APPENDIX N

### Per Pupil Expenditures for Instruction Districts that Consistently DID NOT Utilize Flexibility Provisos

	District	2002-03	% of Total Expenditures	2003-04	% of Total Expenditures	2004-05	% of Total Expenditures	Total Difference *	% of Total Expenditures 2002-03 to 2004-05	2005 Absolute Rating
1	Abbeville	\$4,262	61.61%	\$4,314	61.30%	\$4,763	62.10%	\$501	0.49%	Good
2	Anderson 1	\$3,610	59.73%	\$3,691	59.93%	\$3,967	60.57%	\$357	0.84%	Excellent
3	Anderson 4	\$4,047	57.29%	\$4,183	55.54%	\$4,490	54.73%	\$443	-2.56%	Good
4	Bamberg 1	\$4,494	59.75%	\$4,513	58.95%	\$4,849	60.38%	\$355	0.63%	Average
5	Bamberg 2	\$4,813	47.30%	\$5,221	48.86%	\$6,211	50.60%	\$1,398	3.30%	Below Average
6	Barnwell 29	\$4,429	55.68%	\$4,077	54.03%	\$4,511	54.44%	\$82	-1.24%	Average
7	Berkeley	\$3,969	58.63%	\$3,800	56.82%	\$3,967	56.70%	(\$2)	-1.93%	Average
8	Calhoun	\$4,853	54.96%	\$4,996	55.35%	\$5,060	51.30%	\$207	-3.66%	Below Average
9	Charleston	\$4,440	57.96%	\$4,582	57.47%	\$4,783	56.63%	\$343	-1.33%	Good
10	Cherokee	\$4,225	59.21%	\$4,448	58.18%	\$4,568	56.84%	\$343	-2.37%	Average
11	Clarendon 1	\$4,349	51.45%	\$4,391	59.54%	\$5,002	53.51%	\$653	2.06%	Below Average
12	Clarendon 2	\$3,628	59.76%	\$3,542	59.32%	\$3,869	58.01%	\$241	-1.75%	Below Average
13	Clarendon 3	\$3,615	59.69%	\$3,686	59.25%	\$4,035	59.65%	\$420	-0.04%	Average
14	Darlington	\$4,425	58.26%	\$4,423	58.27%	\$4,535	57.59%	\$110	-0.67%	Average
15	Dorchester 2	\$3,927	65.24%	\$3,985	63.31%	\$4,067	63.07%	\$140	-2.17%	Good
16	Dorchester 4	\$4,997	58.31%	\$4,848	57.51%	\$5,076	55.17%	\$79	-3.14%	Below Average
17	Edgefield	\$4,292	57.51%	\$4,417	57.76%	\$4,396	57.60%	\$104	0.09%	Average
18	Fairfield	\$5,320	53.89%	\$5,561	54.85%	\$5,674	53.41%	\$354	-0.48%	Below Average
19	Florence 3	\$4,319	57.65%	\$4,513	56.98%	\$4,430	55.82%	\$111	-1.83%	Below Average
20	Florence 4	\$5,310	59.24%	\$4,941	56.60%	\$4,899	56.52%	(\$411)	-2.72%	Unsatisfactory
21	Florence 5	\$4,047	55.55%	\$4,083	54.93%	\$4,333	53.72%	\$286	-1.83%	Good
22	Georgetown	\$4,776	55.95%	\$4,829	57.49%	\$5,048	58.36%	\$272	2.41%	Good
23	Greenville	\$3,885	59.62%	\$3,883	60.21%	\$4,079	59.16%	\$194	-0.46%	Good
24	Greenwood 52	\$3,939	58.52%	\$4,095	57.49%	\$3,987	54.48%	\$48	-4.04%	Excellent
25	Hampton 1	\$3,941	57.51%	\$3,997	52.39%	\$4,255	55.86%	\$314	-1.65%	Average
26	Kershaw	\$4,022	58.91%	\$3,988	58.81%	\$4,352	59.44%	\$330	0.53%	Good

## APPENDIX N

	District	2002-03	% of Total Expenditures	2003-04	% of Total Expenditures	2004-05	% of Total Expenditures	Total Difference *	% of Total Expenditures 2002-03 to 2004-05	2005 Absolute Rating
27	Laurens 55	\$3,846	57.80%	\$3,754	56.82%	\$3,880	56.12%	\$34	-1.68%	Average
28	Lexington 1	\$4,353	61.69%	\$4,365	61.05%	\$4,666	61.00%	\$313	-0.69%	Excellent
29	Lexington 2	\$4,683	60.20%	\$4,704	60.70%	\$4,843	60.12%	\$160	-0.08%	Good
30	Lexington 3	\$4,505	56.38%	\$4,563	54.75%	\$4,654	52.75%	\$149	-3.63%	Average
31	Lexington 4	\$3,644	55.51%	\$3,622	53.70%	\$3,783	53.14%	\$139	-2.37%	Average
32	Lexington 5	\$4,564	59.30%	\$4,716	58.82%	\$4,693	57.54%	\$129	-1.76%	Excellent
33	Marion 7	\$4,822	52.34%	\$5,257	51.82%	\$5,337	50.96%	\$515	-1.38%	Average
34	Marlboro	\$3,946	55.51%	\$4,244	57.07%	\$4,464	55.88%	\$518	0.37%	Below Average
35	McCormick	\$4,633	51.72%	\$5,007	51.79%	\$4,976	49.98%	\$343	-1.74%	Below Average
36	Newberry	\$4,633	58.52%	\$4,794	59.95%	\$5,073	58.60%	\$440	0.08%	Average
37	Oconee	\$4,766	58.41%	\$4,782	58.36%	\$4,926	57.09%	\$160	-1.32%	Good
38	Orangeburg 3	\$4,774	57.53%	\$4,841	56.61%	\$5,154	56.39%	\$380	-1.14%	Below Average
39	Orangeburg 4	\$4,146	57.86%	\$4,047	57.30%	\$4,334	56.56%	\$188	-1.30%	Average
40	Orangeburg 5	\$4,972	57.20%	\$5,097	56.10%	\$5,410	55.98%	\$438	-1.22%	Average
41	Richland 2	\$4,463	59.13%	\$4,742	60.16%	\$4,813	59.15%	\$350	0.02%	Good
42	Saluda	\$4,135	54.56%	\$3,905	52.01%	\$3,929	51.65%	(\$206)	-2.91%	Average
43	Spartanburg 3	\$4,969	58.72%	\$4,833	57.75%	\$4,872	55.97%	(\$97)	-2.75%	Good
44	Spartanburg 5	\$4,663	64.19%	\$4,761	63.93%	\$4,884	62.54%	\$221	-1.65%	Good
45	Spartanburg 6	\$4,190	63.37%	\$4,293	62.90%	\$4,491	61.66%	\$301	-1.71%	Good
46	Spartanburg 7	\$5,006	59.99%	\$5,863	61.52%	\$5,565	61.62%	\$559	1.63%	Average
47	Sumter 2	\$3,426	54.42%	\$3,451	54.62%	\$3,656	53.75%	\$230	-0.67%	Average
48	Union	\$4,565	61.47%	\$4,463	61.24%	\$4,538	59.74%	(\$27)	-1.73%	Good
49	Williamsburg	\$4,347	57.66%	\$4,268	56.20%	\$4,361	55.38%	\$14	-2.28%	Average
50	York 1	\$4,167	60.30%	\$4,441	61.12%	\$4,543	58.74%	\$376	-1.56%	Good
51	York 2	\$4,983	62.80%	\$4,891	61.99%	\$4,993	60.30%	\$10	-2.50%	Good
52	York 3	\$4,130	60.73%	\$4,290	61.52%	\$4,307	59.85%	\$177	-0.88%	Good
53	York 4	\$4,127	59.84%	\$4,179	60.25%	\$4,267	59.56%	\$140	-0.28%	Excellent

\* Difference is the result of subtracting 2004-05 per pupil expenditures for instruction from the 2002-03 per pupil expenditures for instruction.

Source: InSite data published by the Department of Education. <http://ed.sc.gov/agency/offices/finance/insite/>. Pupil expenditures does not include capital and out-of-district obligations.



## APPENDIX O

## STATEMENT OF REVENUES

2002-03					2004-05				STATE	LOCAL	STATE & LOCAL
District *	Local	State	Federal	Total	Local	State	Federal	Total	2004-05 Less 2002-03	2004-05 Less 2002-03	2004-05 Less 2002-03
1 Abbeville	\$10,232,003	\$15,011,967	\$3,644,372	\$28,888,342	\$10,147,391	\$17,672,775	\$3,542,678	\$31,362,844	\$2,660,808	(\$84,612)	\$2,576,196
2 Aiken	\$59,731,596	\$99,607,167	\$17,873,142	\$177,211,905	\$69,123,195	\$98,487,242	\$21,512,365	\$189,122,802	(\$1,119,925)	\$9,391,599	\$8,271,674
3 Allendale	\$5,196,883	\$10,209,752	\$4,578,200	\$19,984,835	\$6,091,133	\$13,944,751	\$3,000,107	\$23,035,991	\$3,734,999	\$894,250	\$4,629,249
4 Anderson 1	\$20,334,700	\$27,532,787	\$3,994,966	\$51,862,453	\$24,074,150	\$31,001,211	\$4,673,555	\$59,748,916	\$3,468,424	\$3,739,450	\$7,207,874
5 Anderson 2	\$11,415,840	\$15,068,888	\$6,023,808	\$32,508,536	\$12,453,906	\$15,914,402	\$3,853,123	\$32,221,431	\$845,514	\$1,038,066	\$1,883,580
6 Anderson 3	\$6,963,418	\$10,447,880	\$1,951,476	\$19,362,774	\$6,984,609	\$10,906,287	\$2,146,488	\$20,037,384	\$458,407	\$21,191	\$479,598
7 Anderson 4	\$12,171,691	\$9,269,160	\$1,454,890	\$22,895,741	\$14,231,097	\$10,270,267	\$2,286,683	\$26,788,047	\$1,001,107	\$2,059,406	\$3,060,513
8 Anderson 5	\$39,948,713	\$50,426,909	\$8,082,859	\$98,458,481	\$45,000,891	\$47,732,700	\$10,518,944	\$103,252,535	(\$2,694,209)	\$5,052,178	\$2,357,969
9 Bamberg 1	\$3,417,728	\$7,737,673	\$2,605,784	\$13,761,185	\$3,779,638	\$7,946,529	\$2,412,830	\$14,138,997	\$208,856	\$361,910	\$570,766
10 Bamberg 2	\$3,196,071	\$6,552,858	\$2,540,713	\$12,289,642	\$3,837,575	\$6,769,743	\$2,483,146	\$13,090,464	\$216,885	\$641,504	\$858,389
11 Barnwell 19	\$2,273,524	\$5,937,546	\$1,570,544	\$9,781,614	\$2,421,860	\$5,272,466	\$1,663,392	\$9,357,718	(\$665,080)	\$148,336	(\$516,744)
12 Barnwell 29	\$2,208,575	\$4,744,181	\$1,313,897	\$8,266,653	\$2,575,170	\$4,649,757	\$1,240,494	\$8,465,421	(\$94,424)	\$366,595	\$272,171
13 Barnwell 45	\$5,681,346	\$12,545,994	\$2,417,359	\$20,644,699	\$5,178,412	\$12,641,439	\$2,688,831	\$20,508,682	\$95,445	(\$502,934)	(\$407,489)
14 Beaufort	\$113,765,795	\$39,416,255	\$13,549,094	\$166,731,144	\$133,522,785	\$41,919,865	\$17,915,845	\$193,358,495	\$2,503,610	\$19,756,990	\$22,260,600
15 Berkeley	\$73,022,046	\$106,662,629	\$25,226,732	\$204,911,407	\$102,214,169	\$109,991,617	\$27,227,572	\$239,433,358	\$3,328,988	\$29,192,123	\$32,521,111
16 Calhoun	\$7,790,082	\$9,128,791	\$2,325,656	\$19,244,529	\$8,264,633	\$8,920,063	\$2,785,310	\$19,970,006	(\$208,728)	\$474,551	\$265,823
17 Charleston	\$187,546,785	\$138,089,487	\$39,781,280	\$365,417,552	\$215,202,573	\$149,280,786	\$53,786,415	\$418,269,774	\$11,191,299	\$27,655,788	\$38,847,087
18 Cherokee	\$34,593,290	\$39,479,718	\$6,458,527	\$80,531,535	\$33,489,046	\$36,424,804	\$7,924,098	\$77,837,948	(\$3,054,914)	(\$1,104,244)	(\$4,159,158)
19 Chester	\$18,439,108	\$30,263,290	\$4,900,715	\$53,603,113	\$20,352,679	\$27,592,693	\$6,172,665	\$54,118,037	(\$2,670,597)	\$1,913,571	(\$757,026)
20 Chesterfield	\$19,600,976	\$38,002,642	\$6,355,677	\$63,959,295	\$20,545,547	\$34,833,268	\$7,921,510	\$63,300,325	(\$3,169,374)	\$944,571	(\$2,224,803)
21 Clarendon 1	\$3,332,614	\$5,896,239	\$2,541,649	\$11,770,502	\$4,020,240	6,120,530	\$2,521,154	\$12,661,924	\$224,291	\$687,626	\$911,917
22 Clarendon 2	\$5,739,022	\$14,491,246	\$5,338,743	\$25,569,011	\$6,649,671	\$14,775,081	\$4,821,070	\$26,245,822	\$283,835	\$910,649	\$1,194,484
23 Clarendon 3	\$2,418,452	\$5,533,467	\$974,917	\$8,926,836	\$2,692,579	5,741,490	\$1,308,683	\$9,742,752	\$208,023	\$274,127	\$482,150
24 Colleton	\$15,477,698	\$27,318,912	\$7,238,014	\$50,034,624	\$14,959,271	\$26,750,130	\$8,876,282	\$50,585,683	(\$568,782)	(\$518,427)	(\$1,087,209)
25 Darlington	\$34,318,023	\$52,626,129	\$11,933,264	\$98,877,416	\$40,769,521	\$48,878,646	\$13,129,202	\$102,777,369	(\$3,747,483)	\$6,451,498	\$2,704,015
26 Dillon 1	\$1,194,237	\$4,344,857	\$1,396,580	\$6,935,674	\$1,237,554	\$4,376,944	\$2,041,492	\$7,655,990	\$32,087	\$43,317	\$75,404
27 Dillon 2	\$4,809,388	\$15,553,521	\$3,961,695	\$24,324,604	\$4,930,095	\$16,052,562	\$5,149,344	\$26,132,001	\$499,041	\$120,707	\$619,748
28 Dillon 3	\$1,980,980	\$7,830,270	\$2,460,368	\$12,271,618	\$2,353,774	\$7,159,985	\$1,904,650	\$11,418,409	(\$670,285)	\$372,794	(\$298,491)
29 Dorchester 2	\$41,229,317	\$67,708,490	\$7,834,928	\$116,772,735	\$56,022,473	\$73,416,695	\$9,958,458	\$139,397,626	\$5,708,205	\$14,793,156	\$20,501,361
30 Dorchester 4	\$10,408,984	\$10,559,492	\$2,760,502	\$23,728,978	\$10,842,256	\$11,551,903	\$3,050,376	\$25,444,535	\$992,411	\$433,272	\$1,425,683
31 Edgefield	\$10,646,110	\$20,296,000	\$4,310,934	\$35,253,044	\$11,585,525	\$18,117,012	\$4,058,472	\$33,761,009	(\$2,178,988)	\$939,415	(\$1,239,573)
32 Fairfield	\$21,294,709	\$14,106,854	\$4,304,552	\$39,706,115	\$20,797,617	\$17,284,728	\$4,722,279	\$42,804,624	\$3,177,874	(\$497,092)	\$2,680,782
33 Florence 1	\$44,046,641	\$54,174,328	\$12,136,321	\$110,357,290	\$51,357,225	\$57,460,675	\$13,791,246	\$122,609,146	\$3,286,347	\$7,310,584	\$10,596,931
34 Florence 2	\$2,745,705	\$6,830,869	\$1,121,563	\$10,698,137	\$2,797,286	\$5,385,611	\$1,498,018	\$9,680,915	(\$1,445,258)	\$51,581	(\$1,393,677)
35 Florence 3	\$7,661,159	\$19,322,081	\$5,689,931	\$32,673,171	\$7,856,748	\$18,628,073	\$7,312,933	\$33,797,754	(\$694,008)	\$195,589	(\$498,419)
36 Florence 4	\$2,715,301	\$6,259,145	\$1,842,805	\$10,817,251	\$2,570,616	\$6,604,548	\$1,578,829	\$10,753,993	\$345,403	(\$144,685)	\$200,718
37 Florence 5	\$4,824,692	\$6,817,739	\$1,266,447	\$12,908,878	\$5,180,596	\$6,895,779	\$1,506,703	\$13,583,078	\$78,040	\$355,904	\$433,944
38 Georgetown	\$45,078,887	\$35,364,517	\$9,940,281	\$90,383,685	\$46,832,703	\$37,182,773	\$11,573,899	\$95,589,375	\$1,818,256	\$1,753,816	\$3,572,072
39 Greenville	\$225,722,780	\$216,530,328	\$36,364,136	\$478,617,244	\$304,510,113	\$240,751,422	\$50,966,450	\$596,227,985	\$24,221,094	\$78,787,333	\$103,008,427
40 Greenwood 50	\$29,194,285	\$43,144,214	\$6,979,002	\$79,317,501	\$33,970,714	\$37,926,286	\$8,081,061	\$79,978,061	(\$5,217,928)	\$4,776,429	(\$441,499)
41 Greenwood 51	\$3,189,928	\$5,298,568	\$1,089,309	\$9,577,805	\$3,367,564	\$5,669,926	\$1,033,169	\$10,070,659	\$371,358	\$177,636	\$548,994
42 Greenwood 52	\$6,724,546	\$4,968,586	\$749,649	\$12,442,781	\$7,840,140	\$4,662,842	\$946,846	\$13,449,828	(\$305,744)	\$1,115,594	\$809,850
43 Hampton 1	\$5,099,767	\$11,632,137	\$3,170,566	\$19,902,470	\$6,801,569	\$12,610,333	\$3,292,981	\$22,704,883	\$978,196	\$1,701,802	\$2,679,998
44 Hampton 2	\$2,775,275	\$7,677,028	\$2,839,497	\$13,291,800	\$3,746,837	\$7,712,837	\$2,716,781	\$14,176,455	\$35,809	\$971,562	\$1,007,371
45 Horry	\$138,103,040	\$86,033,289	\$20,424,855	\$244,561,184	\$158,725,220	\$107,044,730	\$26,425,958	\$292,195,908	\$21,011,441	\$20,622,180	\$41,633,621

APPENDIX O

STATEMENT OF REVENUES

2002-03					2004-05				STATE	LOCAL	STATE & LOCAL
District *	Local	State	Federal	Total	Local	State	Federal	Total	2004-05 Less 2002-03	2004-05 Less 2002-03	2004-05 Less 2002-03
46 Jasper	\$8,254,458	\$14,986,022	\$4,476,290	\$27,716,770	\$9,357,896	\$16,432,078	\$4,994,425	\$30,784,399	\$1,446,056	\$1,103,438	\$2,549,494
47 Kershaw	\$27,016,267	\$43,236,887	\$6,444,609	\$76,697,763	\$28,001,462	\$44,322,385	\$8,317,692	\$80,641,539	\$1,085,498	\$985,195	\$2,070,693
48 Lancaster	\$29,061,229	\$46,442,466	\$9,152,549	\$84,656,244	\$32,634,826	\$46,242,223	\$10,898,657	\$89,775,706	(\$200,243)	\$3,573,597	\$3,373,354
49 Laurens 55	\$14,821,879	\$25,978,102	\$4,615,329	\$45,415,310	\$14,959,507	\$25,160,773	\$5,833,865	\$45,954,145	(\$817,329)	\$137,628	(\$679,701)
50 Laurens 56	\$8,666,455	\$14,354,442	\$3,076,561	\$26,097,458	\$8,112,771	\$15,158,486	\$4,064,328	\$27,335,585	\$804,044	(\$553,684)	\$250,360
51 Lee	\$5,761,694	\$17,973,118	\$4,886,326	\$28,621,138	\$5,824,721	\$15,486,341	\$5,254,048	\$26,565,110	(\$2,486,777)	\$63,027	(\$2,423,750)
52 Lexington 1	\$65,023,749	\$72,775,607	\$6,542,892	\$144,342,248	\$76,091,533	\$80,581,496	\$10,061,000	\$166,734,029	\$7,805,889	\$11,067,784	\$18,873,673
53 Lexington 2	\$30,622,834	\$37,583,801	\$5,729,149	\$73,935,784	\$29,772,186	\$39,280,732	\$5,110,203	\$74,163,121	\$1,696,931	(\$850,648)	\$846,283
54 Lexington 3	\$8,036,353	\$11,436,118	\$2,606,790	\$22,079,261	\$8,890,263	\$10,594,363	\$2,464,713	\$21,949,339	(\$841,755)	\$853,910	\$12,155
55 Lexington 4	\$8,030,648	\$15,399,757	\$3,621,909	\$27,052,314	\$8,950,184	\$15,187,980	\$3,603,720	\$27,741,884	(\$211,777)	\$919,536	\$707,759
56 Lexington 5	\$66,319,072	\$65,024,691	\$6,116,804	\$137,460,567	\$74,529,324	\$67,928,580	\$10,017,704	\$152,475,608	\$2,903,889	\$8,210,252	\$11,114,141
57 Marion 1	\$5,524,949	\$14,147,862	\$5,066,381	\$24,739,192	\$5,885,535	\$13,803,088	\$6,193,550	\$25,882,173	(\$344,774)	\$360,586	\$15,812
58 Marion 2	\$3,768,551	\$9,816,712	\$3,361,194	\$16,946,457	\$3,843,928	\$9,985,927	\$3,289,804	\$17,119,659	\$169,215	\$75,377	\$244,592
59 Marion 7	\$2,207,936	\$8,364,534	\$1,853,096	\$12,425,566	\$1,925,749	\$6,162,305	\$2,681,928	\$10,769,982	(\$2,202,229)	(\$282,187)	(\$2,484,416)
60 Marlboro	\$10,545,515	\$27,147,904	\$5,559,720	\$43,253,139	\$11,577,132	\$24,235,792	\$7,170,317	\$42,983,241	(\$2,912,112)	\$1,031,617	(\$1,880,495)
61 McCormick	\$4,302,889	\$4,626,461	\$3,649,547	\$12,578,897	\$5,014,478	\$4,901,622	\$2,057,699	\$11,973,799	\$275,161	\$711,589	\$986,750
62 Newberry	\$20,852,033	\$27,388,068	\$4,785,781	\$53,025,882	\$21,575,928	\$26,830,733	\$6,338,322	\$54,744,983	(\$557,335)	\$723,895	\$166,560
63 Oconee	\$49,128,477	\$35,911,358	\$6,559,375	\$91,599,210	\$52,936,601	\$39,562,668	\$8,865,962	\$101,365,231	\$3,651,310	\$3,808,124	\$7,459,434
64 Orangeburg 3	\$11,218,246	\$20,472,911	\$4,926,749	\$36,617,906	\$13,538,287	\$16,735,774	\$5,131,498	\$35,405,559	(\$3,737,137)	\$2,320,041	(\$1,417,096)
65 Orangeburg 4	\$14,196,083	\$17,949,309	\$3,731,336	\$35,876,728	\$14,923,533	\$17,614,663	\$4,340,964	\$36,879,160	(\$334,646)	\$727,450	\$392,804
66 Orangeburg 5	\$26,165,054	\$36,024,338	\$9,258,836	\$71,448,228	\$30,487,395	\$36,578,789	\$9,479,876	\$76,546,060	\$554,451	\$4,322,341	\$4,876,792
67 Pickens	\$42,261,768	\$62,946,560	\$9,634,480	\$114,842,808	\$44,905,678	\$64,503,599	\$10,899,173	\$120,308,450	\$1,557,039	\$2,643,910	\$4,200,949
68 Richland 1	\$138,225,721	\$107,057,827	\$26,631,064	\$271,914,612	\$165,358,517	\$109,666,480	\$30,839,133	\$305,864,130	\$2,608,653	\$27,132,796	\$29,741,449
69 Richland 2	\$83,361,816	\$69,226,697	\$8,353,277	\$160,941,790	\$93,657,987	\$79,861,256	\$12,499,270	\$186,018,513	\$10,634,559	\$10,296,171	\$20,930,730
70 Saluda	\$6,318,511	\$10,414,580	\$2,357,548	\$19,090,639	\$6,204,972	\$9,836,258	\$2,408,008	\$18,449,238	(\$578,322)	(\$113,539)	(\$691,861)
71 Spartanburg 1	\$13,092,706	\$20,116,237	\$2,459,430	\$35,668,373	\$15,592,766	\$19,751,756	\$3,197,078	\$38,541,600	(\$364,481)	\$2,500,060	\$2,135,579
72 Spartanburg 2	\$21,472,240	\$31,938,705	\$3,990,560	\$57,401,505	\$23,782,437	\$33,802,345	\$4,662,245	\$62,247,027	\$1,863,640	\$2,310,197	\$4,173,837
73 Spartanburg 3	\$13,586,535	\$12,752,689	\$2,955,832	\$29,295,056	\$13,648,421	\$12,966,007	\$2,683,854	\$29,298,282	\$213,318	\$61,886	\$275,204
74 Spartanburg 4	\$7,758,515	\$12,019,775	\$1,483,928	\$21,262,218	\$8,058,425	\$12,022,134	\$1,811,064	\$21,891,623	\$2,359	\$299,910	\$302,269
75 Spartanburg 5	\$30,005,053	\$25,366,483	\$3,553,062	\$58,924,598	\$30,213,526	\$23,763,839	\$4,482,996	\$58,460,361	(\$1,602,644)	\$208,473	(\$1,394,171)
76 Spartanburg 6	\$38,524,323	\$33,740,746	\$4,110,973	\$76,376,042	\$36,908,797	\$36,477,739	\$5,818,207	\$79,204,743	\$2,736,993	(\$1,615,526)	\$1,121,467
77 Spartanburg 7	\$38,705,126	\$38,957,004	\$9,154,310	\$86,816,440	\$41,056,925	\$42,556,053	\$9,929,109	\$93,542,087	\$3,599,049	\$2,351,799	\$5,950,848
78 Sumter 17	\$19,540,360	\$37,970,561	\$9,336,476	\$66,847,397	\$21,931,168	\$38,166,908	\$11,364,001	\$71,462,077	\$196,347	\$2,390,808	\$2,587,155
79 Sumter 2	\$19,427,118	\$39,689,460	\$10,473,518	\$69,590,096	\$21,391,829	\$38,731,202	\$11,780,664	\$71,903,695	(\$958,258)	\$1,964,711	\$1,006,453
80 Union	\$11,031,006	\$24,100,648	\$5,633,182	\$40,764,836	\$10,264,565	\$23,220,431	\$5,539,424	\$39,024,420	(\$880,217)	(\$766,441)	(\$1,646,658)
81 Williamsburg	\$10,028,959	\$31,347,157	\$10,177,306	\$51,553,422	\$11,023,358	\$26,646,522	\$9,407,441	\$47,077,321	(\$4,700,635)	\$994,399	(\$3,706,236)
82 York 1	\$14,669,965	\$21,862,913	\$3,102,309	\$39,635,187	\$15,683,315	\$21,570,360	\$3,879,037	\$41,132,712	(\$292,553)	\$1,013,350	\$720,797
83 York 2	\$36,486,863	\$11,320,639	\$2,063,943	\$49,871,445	\$39,649,710	\$14,791,380	\$2,563,399	\$57,004,489	\$3,470,741	\$3,162,847	\$6,633,588
84 York 3	\$56,239,264	\$65,995,716	\$9,295,663	\$131,530,643	\$64,864,512	\$67,914,751	\$10,954,335	\$143,733,598	\$1,919,035	\$8,625,248	\$10,544,283
85 York 4	\$27,518,209	\$23,527,466	\$1,941,978	\$52,987,653	\$35,442,290	\$24,320,242	\$2,724,621	\$62,487,153	\$792,776	\$7,924,081	\$8,716,857
Statewide	\$2,280,879,657	\$2,549,017,325	\$521,954,547	\$5,351,851,529	\$2,625,019,084	\$2,634,185,498	\$623,580,571	\$5,882,785,153	\$85,168,173	\$344,139,427	\$429,307,600

NOTES and SOURCES:

Revenues are based on data provided to the EOC by the Department of Education for the 2004-05 school year. Intergovernmental revenues are included in state revenue figures.  
Enrollment is the total number of students enrolled in the district on the forty-fifth day of school as reported on the 2005 district report card and can be found at  
<http://ed.sc.gov/topics/researchandstats/schoolreportcard/2005/data/DistrictReportCard2005.xls>

# APPENDIX P

## ALL SCHOOL DISTRICTS School District Primary and Elementary School Student:Teacher Ratios \*

							ENROLLMENTS					
							Average	Average	Difference of	Average	Average	
	District *	2002	2003	2004	2005	2006	2002 to 2003	2004 to 2006	Averages	2002-2003	2004-2006	Difference
1	Abbeville	16.3	19.5	19.2	18.5	17.7	17.9	18.5	0.6	1,976	1,899	(77)
2	Aiken	17.9	15.5	16.7	18.3	18.1	16.7	17.7	1.0	11,301	11,416	115
3	Allendale	16.8	14.1	18.5	15.3	15.6	15.5	16.5	1.0	954	828	(126)
4	Anderson 1	21.1	21.3	21.3	20.7	20.1	21.2	20.7	-0.5	3,527	3,844	317
5	Anderson 2	22.4	13.4	21.9	21.2	21.3	17.9	21.5	3.6	1,650	1,694	44
6	Anderson 3	18.0	19.2	19.1	17.9	16.8	18.6	17.9	-0.7	1,242	1,253	11
7	Anderson 4	20.6	19.9	19.8	19.5	19.3	20.3	19.5	-0.7	1,310	1,322	12
8	Anderson 5	18.9	17.1	17.7	17.8	17.9	18.0	17.8	-0.2	5,306	5,546	240
9	Bamberg 1	15.6	9.5	14.7	15.7	16.6	12.6	15.7	3.1	748	711	(37)
10	Bamberg 2	14.6	13.9	20.0	20.8	21.8	14.3	20.9	6.6	489	479	(10)
11	Barnwell 19	17.1	17.0	17.2	16.6	16.4	17.1	16.7	-0.3	483	468	(15)
12	Barnwell 29	16.4	19.6	20.0	19.1	17.7	18.0	18.9	0.9	375	404	29
13	Barnwell 45	19.4	14.5	20.0	19.6	18.4	17.0	19.3	2.4	1,243	1,343	100
14	Beaufort	17.8	14.9	17.4	18.0	16.6	16.4	17.3	1.0	7,841	8,482	641
15	Berkeley	20.0	19.3	20.1	20.8	20.4	19.7	20.4	0.8	12,155	12,174	19
16	Calhoun	10.8	16.1	14.8	15.8	18.0	13.5	16.2	2.8	956	854	(102)
17	Charleston	19.2	19.0	18.7	19.3	18.5	19.1	18.8	-0.3	20,437	21,243	806
18	Cherokee	19.3	19.7	19.6	18.4	19.2	19.5	19.1	-0.4	4,069	4,066	(3)
19	Chester	18.4	17.8	18.1	18.8	18.7	18.1	18.5	0.4	3,018	2,444	(574)
20	Chesterfield	18.6	14.5	20.2	18.5	18.8	16.6	19.2	2.6	4,140	3,777	(363)
21	Clarendon 1	10.9	15.5	23.6	18.3	17.2	13.2	19.7	6.5	724	666	(58)
22	Clarendon 2	10.7	17.9	17.6	21.6	12.6	14.3	17.3	3.0	1,913	1,787	(126)
23	Clarendon 3	19.3	20.7	18.9	18.8	17.4	20.0	18.4	-1.6	574	587	13
24	Colleton	18.0	18.5	16.1	18.4	18.7	18.3	17.7	-0.5	3,055	2,944	(111)
25	Darlington	19.1	16.7	19.0	18.9	19.1	17.9	19.0	1.1	6,425	6,205	(220)
26	Dillon 1	17.4	23.0	19.1	18.5	18.5	20.2	18.7	-1.5	327	315	(12)
27	Dillon 2	16.7	18.3	18.5	18.3	18.7	17.5	18.5	1.0	2,052	2,074	22

# APPENDIX P

## ALL SCHOOL DISTRICTS School District Primary and Elementary School Student:Teacher Ratios \*

										ENROLLMENTS		
							Average	Average	Difference of	Average	Average	
	District *	2002	2003	2004	2005	2006	2002 to 2003	2004 to 2006	Averages	2002-2003	2004-2006	Difference
28	Dillon 3	18.6	21.0	19.7	20.7	20.7	19.8	20.4	0.6	766	647	(119)
29	Dorchester 2	18.5	19.0	17.8	18.3	19.2	18.8	18.4	-0.3	7,257	8,168	911
30	Dorchester 4	7.4	18.9	17.4	15.3	15.3	13.2	16.0	2.9	1,069	964	(105)
31	Edgefield	18.1	1.7	1.8	17.6	14.1	9.9	11.2	1.3	1,914	1,892	(22)
32	Fairfield	18.7	17.4	16.1	14.9	13.0	18.1	14.7	-3.4	1,903	1,876	(27)
33	Florence 1	17.8	18.3	19.3	18.3	18.8	18.1	18.8	0.8	7,254	7,658	404
34	Florence 2	20.0	20.1	19.2	20.0	20.4	20.1	19.9	-0.2	816	810	(5)
35	Florence 3	15.9	17.8	18.3	20.3	19.5	16.9	19.4	2.5	2,164	1,828	(336)
36	Florence 4	16.0	15.0	15.1	17.4	15.5	15.5	16.0	0.5	471	471	0
37	Florence 5	18.5	18.7	21.1	19.4	18.8	18.6	19.8	1.2	550	571	22
38	Georgetown	15.4	15.2	16.1	16.4	16.7	15.3	16.4	1.1	4,469	4,600	132
39	Greenville	19.7	17.2	20.6	19.6	19.5	18.5	19.9	1.5	28,581	29,747	1166
40	Greenwood 50	17.4	17.3	18.1	17.0	17.9	17.4	17.7	0.3	4,307	4,371	64
41	Greenwood 51	15.2	19.6	17.8	15.1	13.6	17.4	15.5	-1.9	683	644	(39)
42	Greenwood 52	22.9	22.3	21.3	22.9	21.9	22.6	22.0	-0.6	764	780	17
43	Hampton 1	13.6	19.8	19.4	11.1	17.2	16.7	15.9	-0.8	1,462	1,486	24
44	Hampton 2	17.1	20.5	17.8	18.8	17.4	18.8	18.0	-0.8	585	568	(17)
45	Horry	18.1	18.9	19.5	19.5	20.0	18.5	19.7	1.2	13,491	15,231	1740
46	Jasper	13.9	16.3	20.1	17.9	16.3	15.1	18.1	3.0	1,544	1,577	34
47	Kershaw	19.8	19.1	20.8	19.8	20.8	19.5	20.5	1.0	4,684	4,665	(19)
48	Lancaster	19.8	19.4	18.9	18.3	18.6	19.6	18.6	-1.0	5,323	5,255	(68)
49	Laurens 55	16.9	18.9	18.9	18.7	18.6	17.9	18.7	0.8	3,087	3,136	49
50	Laurens 56	19.0	17.6	18.6	19.4	19.2	18.3	19.1	0.8	1,563	1,523	(40)
51	Lee	9.4	17.0	18.1	17.1	17.7	13.2	17.6	4.4	1,599	1,483	(116)
52	Lexington 1	19.7	21.0	20.7	20.7	20.1	20.4	20.5	0.1	8,177	8,762	585
53	Lexington 2	18.2	18.5	19.4	18.7	17.6	18.4	18.6	0.2	4,032	4,086	54
54	Lexington 3	19.7	9.2	8.7	18.6	17.5	14.5	14.9	0.5	1,082	995	(87)

# APPENDIX P

## ALL SCHOOL DISTRICTS School District Primary and Elementary School Student:Teacher Ratios \*

										ENROLLMENTS		
							Average	Average	Difference of	Average	Average	
	District *	2002	2003	2004	2005	2006	2002 to 2003	2004 to 2006	Averages	2002-2003	2004-2006	Difference
55	Lexington 4	19.8	21.0	21.5	21.1	20.2	20.4	20.9	0.5	2,038	1,966	(72)
56	Lexington 5	18.5	19.2	19.8	20.2	20.0	18.9	20.0	1.2	6,662	7,049	387
57	Marion 1	16.9	15.8	17.1	15.5	17.5	16.4	16.7	0.3	383	388	5
58	Marion 2	18.8	20.4	21.9	19.8	18.9	19.6	20.2	0.6	1,586	1,509	(77)
59	Marion 7	19.1	21.3	18.5	18.8	18.2	20.2	18.5	-1.7	1,013	716	(297)
60	Marlboro	18.1	18.4	17.1	15.1	17.2	18.3	16.5	-1.8	469	448	(21)
61	McCormick	19.6	19.1	18.0	17.4	16.6	19.4	17.3	-2.0	2,932	2,881	(51)
62	Newberry	16.0	16.7	17.8	16.1	16.3	16.4	16.7	0.4	2,803	2,772	(31)
63	Oconee	18.5	12.6	15.8	17.0	18.7	15.6	17.2	1.6	4,792	4,906	115
64	Orangeburg 3	17.7	17.7	16.9	16.3	17.3	17.7	16.8	-0.9	1,622	1,599	(23)
65	Orangeburg 4	17.9	18.7	20.7	18.4	19.7	18.3	19.6	1.3	2,130	1,993	(137)
66	Orangeburg 5	16.0	13.9	16.4	17.0	17.3	15.0	16.9	2.0	3,199	3,293	94
67	Pickens	18.9	14.9	16.1	19.9	19.2	16.9	18.4	1.5	7,371	7,440	69
68	Richland 1	17.1	17.5	18.2	17.5	17.0	17.3	17.6	0.3	11,973	11,657	(316)
69	Richland 2	19.0	17.9	18.5	20.1	19.1	18.5	19.2	0.8	10,487	11,600	1113
70	Saluda	17.0	18.3	17.6	18.6	16.6	17.7	17.6	0.0	1,052	1,043	(9)
71	Spartanburg 1	19.6	23.1	18.8	17.8	18.4	21.4	18.3	-3.0	2,541	2,634	93
72	Spartanburg 2	20.7	19.1	21.4	21.3	20.4	19.9	21.0	1.1	3,871	4,157	286
73	Spartanburg 3	18.9	19.1	18.4	17.1	18.9	19.0	18.1	-0.9	1,463	1,425	(38)
74	Spartanburg 4	20.5	21.9	21.1	20.8	19.5	21.2	20.5	-0.7	1,466	1,388	(78)
75	Spartanburg 5	15.8	16.8	17.7	18.0	17.0	16.3	17.6	1.3	3,280	3,495	215
76	Spartanburg 6	20.0	20.0	19.3	19.4	19.3	20.0	19.3	-0.7	4,214	4,209	(5)
77	Spartanburg 7	16.6	14.4	16.4	16.0	13.9	15.5	15.4	-0.1	4,740	4,371	(369)
78	Sumter 17	18.8	20.0	20.2	19.9	18.9	19.4	19.7	0.3	4,492	4,316	(176)
79	Sumter 2	17.1	18.2	18.1	18.9	15.7	17.7	17.6	-0.1	4,088	4,052	(36)
80	Union	16.0	17.0	18.6	18.5	18.7	16.5	18.6	2.1	2,800	2,629	(171)
81	Williamsburg	19.6	20.4	20.6	20.8	21.5	20.0	21.0	1.0	3,431	3,086	(345)

## APPENDIX P

### ALL SCHOOL DISTRICTS School District Primary and Elementary School Student:Teacher Ratios \*

										ENROLLMENTS		
							Average	Average	Difference of	Average	Average	
	District *	2002	2003	2004	2005	2006	2002 to 2003	2004 to 2006	Averages	2002-2003	2004-2006	Difference
82	York 1	20.3	19.6	19.2	19.0	17.9	20.0	18.7	-1.3	2,376	2,424	48
83	York 2	16.3	16.5	18.7	18.4	19.7	16.4	18.9	2.5	2,603	2,815	212
84	York 3	18.3	17.3	17.6	19.2	19.6	17.8	18.8	1.0	6,881	7,164	283
85	York 4	18.5	17.7	17.9	17.0	19.5	18.1	18.1	0.0	2,607	3,020	413

\* The student-teacher ratio for core subjects as published on the annual school report cards, was multiplied by the total student enrollment in the primary and elementary schools in the district. The sum of these products was divided by the sum of the total enrollment for all primary and elementary schools. Excluded were schools with missing data, with erroneous data, and schools serving a special needs students due to the exceedingly low student-teacher ratios in these schools.

## APPENDIX Q

**Districts that transferred 100% of Reduce Class Size Funds  
in FY04, FY05 and FY06  
School District Primary and Elementary School Student:Teacher Ratios \***

#	DISTRICT	2002	2003	2004	2005	2006	Average 2002 to 2003	Average 2004 to 2006	Difference of Averages
1	Allendale	16.8	14.1	18.5	15.3	15.6	15.5	16.5	1.0
2	Anderson 2	22.4	13.4	21.9	21.2	21.3	17.9	21.5	3.6
3	Anderson 3	18.0	19.2	19.1	17.9	16.8	18.6	17.9	-0.7
4	Beaufort	17.8	14.9	17.4	18.0	16.6	16.4	17.3	1.0
5	Chester	18.4	17.8	18.1	18.8	18.7	18.1	18.5	0.4
6	Florence 2	20.0	20.1	19.2	20.0	20.4	20.1	19.9	-0.2
7	Greenwood 50	17.4	17.3	18.1	17.0	17.9	17.4	17.7	0.3
8	Hampton 2	17.1	20.5	17.8	18.8	17.4	18.8	18.0	-0.8
9	Jasper	13.9	16.3	20.1	17.9	16.3	15.1	18.1	3.0
10	Lancaster	19.8	19.4	18.9	18.3	18.6	19.6	18.6	-1.0
11	Laurens 56	19.0	17.6	18.6	19.4	19.2	18.3	19.1	0.8
12	Lee	9.4	17.0	18.1	17.1	17.7	13.2	17.6	4.4
13	Marion 1	16.9	15.8	17.1	15.5	17.5	16.4	16.7	0.3
14	Marion 2	18.8	20.4	21.9	19.8	18.9	19.6	20.2	0.6
15	Pickens	18.9	14.9	16.1	19.9	19.2	16.9	18.4	1.5
16	Spartanburg 2	20.7	19.1	21.4	21.3	20.4	19.9	21.0	1.1
17	Spartanburg 4	20.5	21.9	21.1	20.8	19.5	21.2	20.5	-0.7
18	Sumter 17	18.8	20.0	20.2	19.9	18.9	19.4	19.7	0.3

\* The student-teacher ratio for core subjects as published on the annual school report cards, was multiplied by the total student enrollment in the elementary schools in the district. The sum of these products was divided by the sum of the total enrollment for all primary and elementary schools. Excluded were schools with missing data, with erroneous data, and schools serving a special needs students due to the exceedingly low student-teacher ratios in these schools.

## APPENDIX R

### Grade 3 PACT Results in Districts that Transferred 100% of Reduce Class Size Funds in FY04, FY05 and FY06

#	DISTRICT	MATHEMATICS			Change			MATHEMATICS			Change	
		% Students Basic or Above			2004 to 2005	2005 to 2006		% Students Proficient or Above			2004 to 2005	2005 to 2006
1	Allendale	57.8	60.0	68.0	(8.0)	(2.2)		11.7	7.9	6.8	1.1	3.8
2	Anderson 2	91.5	94.2	93.5	0.7	(2.7)		52.6	44.2	41.5	2.7	8.4
3	Anderson 3	75.7	77.0	86.8	(9.8)	(1.3)		23.3	20.8	24.7	(3.9)	2.5
4	Beaufort	75.2	78.9	77.7	1.2	(3.7)		27.5	25.7	24.3	1.4	1.8
5	Chester	69.6	77.1	81.3	(4.2)	(7.5)		23.9	19.1	21.0	(1.9)	4.8
6	Florence 2	85.9	78.7	92.5	(13.8)	7.2		34.8	22.5	21.3	1.2	12.3
7	Greenwood 50	79.1	79.0	80.3	(1.3)	0.1		35.0	27.1	23.4	3.7	7.9
8	Hampton 2	85.7	74.0	77.9	(3.9)	11.7		7.8	13.7	13.7	0.0	(5.9)
9	Jasper	45.6	67.3	54.2	13.1	(21.7)		16.2	19.5	12.9	6.6	(3.3)
10	Lancaster	81.5	78.8	74.1	4.7	2.7		31.4	27.0	22.9	4.1	4.4
11	Laurens 56	73.3	74.5	73.0	1.5	(1.2)		20.0	16.8	19.4	(2.6)	3.2
12	Lee	64.4	65.0	71.1	(6.1)	(0.6)		8.3	8.2	21.3	(13.1)	0.1
13	Marion 1	62.9	59.6	66.4	(6.8)	3.3		22.0	18.8	18.0	0.8	3.2
14	Marion 2	53.6	56.6	57.2	(0.6)	(3.0)		10.8	7.2	9.0	(1.8)	3.6
15	Pickens	86.8	89.5	90.0	(0.5)	(2.7)		42.1	37.7	43.1	(5.4)	4.4
16	Spartanburg 2	87.3	89.6	89.5	0.1	(2.3)		45.0	40.4	35.4	5.0	4.6
17	Spartanburg 4	82.6	78.7	81.7	(3.0)	3.9		32.2	23.0	28.3	(5.3)	9.2
18	Sumter 17	67.8	76.3	80.0	(3.7)	(8.5)		23.1	20.9	22.0	(1.1)	2.2
	STATE:	80.9	83.4	82.7	0.7	(2.5)		34.9	30.9	30.0	0.9	4.0

Source: Department of Education. <http://ed.sc.gov/topics/assessment/scores>



## APPENDIX S

### Grade 3 PACT Results in Districts that Transferred 100% of Reduce Class Size Funds in FY04, FY05 and FY06

#	DISTRICT	English/Language Arts			Change			English/Language Arts			Change	
		% Students Basic or Above			2004 to 2005	2005 to 2006		% Students Proficient or Above			2004 to 2005	2005 to 2006
1	Allendale	68.0	70.5	64.4	6.1	(2.5)		20.5	24.1	27.7	(3.60)	(3.60)
2	Anderson 2	93.9	96.8	94.4	2.4	(2.9)		67.3	71.8	73.3	(1.50)	(4.50)
3	Anderson 3	86.1	86.0	89.8	(3.8)	0.1		51.3	57.6	60.5	(2.90)	(6.30)
4	Beaufort	83.8	85.4	85.7	(0.3)	(1.6)		49.5	54.4	56.2	(1.80)	(4.90)
5	Chester	79.4	78.1	82.0	(3.9)	1.3		45.4	39.0	41.9	(2.90)	6.40
6	Florence 2	92.4	90.8	87.1	3.7	1.6		56.9	60.6	50.0	10.60	(3.70)
7	Greenwood 50	84.8	84.0	82.6	1.4	0.8		50.1	47.3	49.5	(2.20)	2.80
8	Hampton 2	73.6	78.4	76.3	2.1	(4.8)		38.9	27.0	31.2	(4.20)	11.90
9	Jasper	70.2	71.4	61.0	10.4	(1.2)		33.5	31.6	26.7	4.90	1.90
10	Lancaster	85.2	82.6	76.2	6.4	2.6		48.9	49.9	44.0	5.90	(1.00)
11	Laurens 56	78.5	75.5	68.0	7.5	3.0		40.0	35.4	36.5	(1.10)	4.60
12	Lee	76.4	78.9	74.0	4.9	(2.5)		27.3	32.7	33.7	(1.00)	(5.40)
13	Marion 1	67.9	67.4	68.8	(1.4)	0.5		33.7	32.2	36.0	(3.80)	1.50
14	Marion 2	61.3	59.6	60.0	(0.4)	1.7		32.9	20.6	24.4	(3.80)	12.30
15	Pickens	90.1	92.0	91.5	0.5	(1.9)		63.3	67.1	64.1	3.00	(3.80)
16	Spartanburg 2	88.0	89.6	92.2	(2.6)	(1.6)		61.9	63.3	68.6	(5.30)	(1.40)
17	Spartanburg 4	87.9	78.6	80.8	(2.2)	9.3		51.1	46.6	51.7	(5.10)	4.50
18	Sumter 17	81.5	88.6	85.6	3.0	(7.1)		44.4	50.6	50.5	0.10	(6.20)
	State	86.4	87.1	85.8	1.3	(0.7)		54.6	56.8	56.0	0.80	(2.20)

Source: Department of Education. <http://ed.sc.gov/topics/assessment/scores>

APPENDIX T

**Grade 3 PACT Results in Districts that DID NOT Transfer 100% of Reduce Class Size Funds  
in FY04, FY05 AND FY06**

		ELA						ELA				
		% Students Basic or Above						% Students Proficient or Above				
					Change 2004 to 2005	Change 2005 to 2006					Change 2004 to 2005	Change 2005 to 2006
#	District *	2006	2005	2004				2006	2005	2004		
1	Abbeville	90.2	90.3	92.0	(1.7)	(0.1)		57.2	64.8	66.9	(2.1)	(7.6)
2	Aiken	89.0	90.1	90.0	0.1	(1.1)		57.8	61.2	59.7	1.5	(3.4)
3	Anderson 1	95.3	96.0	95.0	1.0	(0.7)		72.7	74.2	73.9	0.3	(1.5)
4	Anderson 4	90.5	88.6	84.7	3.9	1.9		58.2	56.8	56.9	(0.1)	1.4
5	Anderson 5	93.8	94.2	90.6	3.6	(0.4)		65.3	65.7	62.4	3.3	(0.4)
6	Bamberg 1	79.6	82.7	79.2	3.5	(3.1)		38.7	35.7	44.4	(8.7)	3.0
7	Bamberg 2	77.2	71.3	58.1	13.2	5.9		29.9	25.3	23.3	2.0	4.6
8	Barnwell 19	69.1	72.1	71.4	0.7	(3.0)		25.0	26.3	26.8	(0.5)	(1.3)
9	Barnwell 29	85.5	63.5	67.1	(3.6)	22.0		46.3	46.2	32.8	13.4	0.1
10	Barnwell 45	71.1	84.9	79.9	5.0	(13.8)		40.0	46.5	46.9	(0.4)	(6.5)
11	Berkeley	86.7	88.2	85.9	2.3	(1.5)		51.6	54.8	50.8	4.0	(3.2)
12	Calhoun	92.9	92.5	72.4	20.1	0.4		54.3	54.4	42.5	11.9	(0.1)
13	Charleston	89.0	88.6	86.0	2.6	0.4		60.4	60.6	58.2	2.4	(0.2)
14	Cherokee	81.4	77.7	79.2	(1.5)	3.7		50.6	45.5	45.6	(0.1)	5.1
15	Chesterfield	80.8	83.3	81.9	1.4	(2.5)		45.2	50.9	53.4	(2.5)	(5.7)
16	Clarendon 1	90.2	85.9	88.7	(2.8)	4.3		59.0	48.5	36.6	11.9	10.5
17	Clarendon 2	86.5	82.4	81.4	1.0	4.1		41.9	46.0	47.9	(1.9)	(4.1)
18	Clarendon 3	86.7	90.9	86.4	4.5	(4.2)		57.8	59.7	55.5	4.2	(1.9)
19	Colleton	76.9	78.1	76.9	1.2	(1.2)		31.5	37.9	37.9	0.0	(6.4)
20	Darlington	82.3	83.4	81.6	1.8	(1.1)		46.3	46.1	45.9	0.2	0.2
21	Dillon 1	81.6	68.2	65.2	3.0	13.4		40.8	27.3	33.3	(6.0)	13.5
22	Dillon 2	85.7	81.5	84.0	(2.5)	4.2		46.4	48.6	52.8	(4.2)	(2.2)

**Grade 3 PACT Results in Districts that DID NOT Transfer 100% of Reduce Class Size Funds  
in FY04, FY05 AND FY06**

		ELA						ELA				
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# APPENDIX T

#	District *	% Students Basic or Above			Change 2004 to 2005	Change 2005 to 2006		% Students Proficient or Above			Change 2004 to 2005	Change 2005 to 2006
		2006	2005	2004				2006	2005	2004		
23	Dillon 3	83.8	78.6	83.5	(4.9)	5.2		45.0	39.3	44.9	(5.6)	5.7
24	Dorchester 2	92.6	93.8	90.8	3.0	(1.2)		65.3	70.9	66.5	4.4	(5.6)
25	Dorchester 4	87.2	89.1	89.8	(0.7)	(1.9)		46.1	50.0	51.0	(1.0)	(3.9)
26	Edgefield	88.9	88.8	89.8	(1.0)	0.1		51.8	57.0	57.3	(0.3)	(5.2)
27	Fairfield	75.7	82.6	83.0	(0.4)	(6.9)		45.2	40.4	52.4	(12.0)	4.8
28	Florence 1	87.4	88.2	86.7	1.5	(0.8)		55.0	59.0	56.2	2.8	(4.0)
29	Florence 3	76.7	77.1	80.9	(3.8)	(0.4)		29.9	39.5	40.9	(1.4)	(9.6)
30	Florence 4	63.5	67.2	75.3	(8.1)	(3.7)		27.0	29.7	41.1	(11.4)	(2.7)
31	Florence 5	79.2	79.3	85.6	(6.3)	(0.1)		38.5	54.4	44.9	9.5	(15.9)
32	Georgetown	88.9	91.6	89.3	2.3	(2.7)		59.4	61.4	55.8	5.6	(2.0)
33	Greenville	87.6	89.1	87.2	1.9	(1.5)		57.6	60.6	60.3	0.3	(3.0)
34	Greenwood 51	87.2	96.3	81.0	15.3	(9.1)		58.2	51.8	41.8	10.0	6.4
35	Greenwood 52	96.8	95.1	91.7	3.4	1.7		67.2	71.4	62.8	8.6	(4.2)
36	Hampton 1	73.8	78.1	80.4	(2.3)	(4.3)		34.2	37.4	42.4	(5.0)	(3.2)
37	Horry	92.8	92.9	93.2	(0.3)	(0.1)		66.2	70.3	70.7	(0.4)	(4.1)
38	Kershaw	90.0	89.4	85.7	3.7	0.6		59.4	56.7	56.8	(0.1)	2.7
39	Laurens 55	83.3	88.7	88.5	0.2	(5.4)		44.9	50.4	57.7	(7.3)	(5.5)
40	Lexington 1	89.8	90.2	90.6	(0.4)	(0.4)		63.4	61.2	65.5	(4.3)	2.2
41	Lexington 2	83.8	78.9	83.1	(4.2)	4.9		49.6	49.4	54.5	(5.1)	0.2
42	Lexington 3	85.7	80.0	82.1	(2.1)	5.7		54.0	39.3	49.4	(10.1)	14.7
43	Lexington 4	71.1	79.6	83.9	(4.3)	(8.5)		34.6	37.8	49.1	(11.3)	(3.2)
44	Lexington 5	92.6	91.6	93.3	(1.7)	1.0		67.9	68.8	73.0	(4.2)	(0.9)
45	Marion 7	71.4	71.1	57.4	13.7	0.3		31.0	17.8	22.1	(4.3)	13.2
46	Marlboro	73.1	73.0	70.2	2.8	0.1		31.6	33.9	33.5	0.4	(2.3)

## Grade 3 PACT Results in Districts that DID NOT Transfer 100% of Reduce Class Size Funds in FY04, FY05 AND FY06

		ELA				ELA		
		% Students Basic or Above				% Students Proficient or Above		

# APPENDIX T

#	District *	2006	2005	2004	Change 2004 to 2005	Change 2005 to 2006		2006	2005	2004	Change 2004 to 2005	Change 2005 to 2006
47	McCormick	87.7	80.6	89.4	(8.8)	7.1		50.8	41.9	57.6	(15.7)	8.9
48	Newberry	83.1	87.2	84.8	2.4	(4.1)		48.6	52.6	47.2	5.4	(4.0)
49	Oconee	88.9	90.8	90.1	0.7	(1.9)		57.9	54.4	57.9	(3.5)	3.5
50	Orangeburg 3	81.9	77.0	77.4	(0.4)	4.9		44.1	43.0	41.6	1.4	1.1
51	Orangeburg 4	76.1	79.3	77.3	2.0	(3.2)		37.7	45.6	38.3	7.3	(7.9)
52	Orangeburg 5	81.1	84.8	80.8	4.0	(3.7)		40.0	50.2	44.5	5.7	(10.2)
53	Richland 1	80.2	80.9	81.1	(0.2)	(0.7)		41.7	48.0	48.0	0.0	(6.3)
54	Richland 2	89.8	90.7	90.1	0.6	(0.9)		60.2	64.7	63.6	1.1	(4.5)
55	Saluda	80.1	82.6	77.9	4.7	(2.5)		49.3	51.0	42.4	8.6	(1.7)
56	Spartanburg 1	85.8	87.3	87.7	(0.4)	(1.5)		54.2	55.2	60.2	(5.0)	(1.0)
57	Spartanburg 3	88.4	89.0	87.6	1.4	(0.6)		57.9	56.4	49.8	6.6	1.5
58	Spartanburg 5	83.7	80.8	84.4	(3.6)	2.9		54.5	54.8	52.9	1.9	(0.3)
59	Spartanburg 6	87.6	86.8	88.4	(1.6)	0.8		55.4	59.6	59.7	(0.1)	(4.2)
60	Spartanburg 7	76.5	73.4	74.2	(0.8)	3.1		45.8	40.5	48.7	(8.2)	5.3
61	Sumter 2	84.7	89.0	81.3	7.7	(4.3)		47.6	55.4	45.4	10.0	(7.8)
62	Union	83.7	85.2	87.1	(1.9)	(1.5)		46.3	47.8	44.3	3.5	(1.5)
63	Williamsburg	92.2	93.2	92.6	0.6	(1.0)		64.1	66.0	63.8	2.2	(1.9)
64	York 1	83.6	89.0	87.0	2.0	(5.4)		50.0	58.5	60.1	(1.6)	(8.5)
65	York 2	90.0	90.8	87.4	3.4	(0.8)		65.3	67.8	63.7	4.1	(2.5)
66	York 3	86.4	88.5	86.5	2.0	(2.1)		55.9	61.0	58.6	2.4	(5.1)
67	York 4	95.3	97.2	94.1	3.1	(1.9)		74.7	77.1	77.0	0.1	(2.4)
	STATE	86.4	87.1	85.8	1.3	(0.7)		54.6	56.8	56.0	0.8	(2.2)

Source: Department of Education. <http://ed.sc.gov/topics/assessment/scores>

# APPENDIX U

## Grade 3 PACT Results in Districts that DID NOT Transfer 100% of Reduce Class Size Funds in FY04, FY05 AND FY06

		MATHEMATICS						MATHEMATICS				
		% Students Basic or Above						% Students Proficient or Above				
					Change	Change					Change	Change
#	District *	2006	2005	2004	2004 to 2005	2005 to 2006		2006	2005	2004	2004 to 2005	2005 to 2006
1	Abbeville	84.4	88.4	86.6	1.8	(4.0)		32.0	34.0	41.2	(7.2)	(2.0)
2	Aiken	84.6	84.7	85.2	(0.5)	(0.1)		35.9	26.5	30.9	(4.4)	9.4
3	Anderson 1	92.2	93.1	90.8	2.3	(0.9)		44.2	34.6	33.2	1.4	9.6
4	Anderson 4	83.6	83.9	83.6	0.3	(0.3)		34.8	30.2	30.0	0.2	4.6
5	Anderson 5	89.2	89.3	87.8	1.5	(0.1)		42.0	34.9	35.2	(0.3)	7.1
6	Bamberg 1	72.2	73.8	83.5	(9.7)	(1.6)		27.8	17.8	24.8	(7.0)	10.0
7	Bamberg 2	59.3	62.2	58.4	3.8	(2.9)		10.2	5.5	7.8	(2.3)	4.7
8	Barnwell 19	61.8	71.0	66.7	4.3	(9.2)		10.3	11.3	14.0	(2.7)	(1.0)
9	Barnwell 29	87.0	63.5	59.2	4.3	23.5		42.0	28.8	6.6	22.2	13.2
10	Barnwell 45	76.1	83.3	73.8	9.5	(7.2)		25.6	36.8	28.3	8.5	(11.2)
11	Berkeley	77.4	84.1	80.8	3.3	(6.7)		21.6	24.8	19.3	5.5	(3.2)
12	Calhoun	89.5	83.1	74.8	8.3	6.4		44.1	32.5	22.9	9.6	11.6
13	Charleston	84.5	87.7	83.9	3.8	(3.2)		42.4	39.1	33.9	5.2	3.3
14	Cherokee	76.2	75.9	79.8	(3.9)	0.3		34.1	26.7	30.7	(4.0)	7.4
15	Chesterfield	69.3	75.7	77.8	(2.1)	(6.4)		24.7	21.9	20.9	1.0	2.8
16	Clarendon 1	86.9	85.9	74.0	11.9	1.0		24.6	16.9	12.4	4.5	7.7
17	Clarendon 2	79.7	82.6	83.8	(1.2)	(2.9)		24.6	22.0	33.8	(11.8)	2.6
18	Clarendon 3	87.0	84.2	85.2	(1.0)	2.8		42.4	26.3	19.7	6.6	16.1
19	Colleton	63.1	74.7	71.1	3.6	(11.6)		17.4	19.5	19.5	0.0	(2.1)
20	Darlington	79.3	81.3	79.8	1.5	(2.0)		34.0	29.9	28.6	1.3	4.1
21	Dillon 1	83.7	64.2	61.3	2.9	19.5		16.3	12.0	12.0	0.0	4.3
22	Dillon 2	84.3	82.6	86.9	(4.3)	1.7		35.6	29.3	37.7	(8.4)	6.3
23	Dillon 3	79.5	85.7	82.7	3.0	(6.2)		35.7	18.8	21.8	(3.0)	16.9

# APPENDIX U

## Grade 3 PACT Results in Districts that DID NOT Transfer 100% of Reduce Class Size Funds in FY04, FY05 AND FY06

		MATHEMATICS							MATHEMATICS				
		% Students Basic or Above							% Students Proficient or Above				
					Change	Change						Change	Change
#	District *	2006	2005	2004	2004 to 2005	2005 to 2006			2006	2005	2004	2004 to 2005	2005 to 2006
24	Dorchester 2	87.9	89.6	89.9	(0.3)	(1.7)			42.7	35.1	39.3	(4.2)	7.6
25	Dorchester 4	80.0	89.2	85.4	3.8	(9.2)			24.8	29.9	21.3	8.6	(5.1)
26	Edgefield	78.9	78.5	84.9	(6.4)	0.4			26.6	22.1	34.4	(12.3)	4.5
27	Fairfield	71.4	67.4	79.1	(11.7)	4.0			25.4	14.1	19.6	(5.5)	11.3
28	Florence 1	82.1	82.6	81.9	0.7	(0.5)			36.3	29.0	25.1	3.9	7.3
29	Florence 3	68.0	70.7	71.2	(0.5)	(2.7)			15.2	16.5	20.6	(4.1)	(1.3)
30	Florence 4	52.0	64.2	68.0	(3.8)	(12.2)			12.0	14.9	13.4	1.5	(2.9)
31	Florence 5	75.3	86.2	79.8	6.4	(10.9)			25.7	34.0	26.9	7.1	(8.3)
32	Georgetown	88.0	88.7	85.2	3.5	(0.7)			41.3	31.9	30.0	1.9	9.4
33	Greenville	83.7	87.3	85.2	2.1	(3.6)			37.7	37.2	35.0	2.2	0.5
34	Greenwood 51	78.9	86.2	75.0	11.2	(7.3)			26.7	18.4	25.0	(6.6)	8.3
35	Greenwood 52	95.2	93.4	89.4	4.0	1.8			42.4	35.2	34.1	1.1	7.2
36	Hampton 1	74.6	72.7	64.2	8.5	1.9			25.9	18.7	16.9	1.8	7.2
37	Horry	88.2	90.3	90.8	(0.5)	(2.1)			47.9	43.5	46.0	(2.5)	4.4
38	Kershaw	85.0	87.0	83.2	3.8	(2.0)			33.6	34.2	28.4	5.8	(0.6)
39	Laurens 55	79.2	86.9	90.1	(3.2)	(7.7)			27.2	27.2	29.0	(1.8)	0.0
40	Lexington 1	90.0	89.6	91.4	(1.8)	0.4			47.0	37.5	37.9	(0.4)	9.5
41	Lexington 2	80.1	81.3	81.5	(0.2)	(1.2)			34.8	31.2	31.9	(0.7)	3.6
42	Lexington 3	79.1	80.7	78.8	1.9	(1.6)			28.1	20.0	27.9	(7.9)	8.1
43	Lexington 4	74.4	78.0	86.5	(8.5)	(3.6)			28.3	25.1	24.4	0.7	3.2
44	Lexington 5	90.9	89.4	90.6	(1.2)	1.5			47.8	44.2	44.8	(0.6)	3.6
45	Marion 7	57.4	58.7	45.7	13.0	(1.3)			8.5	8.7	0.0	8.7	(0.2)
46	Marlboro	68.2	65.0	70.9	(5.9)	3.2			19.6	13.4	18.4	(5.0)	6.2

## Grade 3 PACT Results in Districts that DID NOT Transfer 100% of Reduce Class Size Funds

# APPENDIX U

## in FY04, FY05 AND FY06

		MATHEMATICS							MATHEMATICS				
		% Students Basic or Above							% Students Proficient or Above				
					Change	Change						Change	Change
#	District *	2006	2005	2004	2004 to 2005	2005 to 2006			2006	2005	2004	2004 to 2005	2005 to 2006
47	McCormick	84.8	85.9	73.2	12.7	(1.1)			48.5	12.5	23.9	(11.4)	36.0
48	Newberry	73.9	76.5	77.3	(0.8)	(2.6)			23.1	21.1	22.3	(1.2)	2.0
49	Oconee	82.7	84.3	90.3	(6.0)	(1.6)			27.8	24.6	29.3	(4.7)	3.2
50	Orangeburg 3	76.7	73.8	71.7	2.1	2.9			26.2	23.7	13.2	10.5	2.5
51	Orangeburg 4	64.5	71.3	71.5	(0.2)	(6.8)			14.4	13.9	12.5	1.4	0.5
52	Orangeburg 5	64.3	73.6	75.5	(1.9)	(9.3)			16.7	18.7	15.8	2.9	(2.0)
53	Richland 1	65.7	72.2	70.5	1.7	(6.5)			23.0	37.7	19.1	18.6	(14.7)
54	Richland 2	84.2	84.6	84.5	0.1	(0.4)			39.7	20.6	31.7	(11.1)	19.1
55	Saluda	73.8	80.8	71.1	9.7	(7.0)			28.2	31.8	15.6	16.2	(3.6)
56	Spartanburg 1	82.1	87.9	84.3	3.6	(5.8)			37.0	32.5	36.4	(3.9)	4.5
57	Spartanburg 3	90.3	81.4	82.3	(0.9)	8.9			38.8	23.3	25.8	(2.5)	15.5
58	Spartanburg 5	82.9	80.2	84.9	(4.7)	2.7			32.9	29.5	26.3	3.2	3.4
59	Spartanburg 6	80.2	85.4	85.7	(0.3)	(5.2)			36.2	34.8	38.9	(4.1)	1.4
60	Spartanburg 7	71.7	71.0	72.8	(1.8)	0.7			32.9	24.1	27.6	(3.5)	8.8
61	Sumter 2	79.4	83.1	81.7	1.4	(3.7)			28.1	25.9	21.4	4.5	2.2
62	Union	73.4	76.3	79.9	(3.6)	(2.9)			27.9	20.9	18.3	2.6	7.0
63	Williamsburg	87.6	90.9	92.0	(1.1)	(3.3)			50.0	46.9	44.8	2.1	3.1
64	York 1	80.4	86.6	87.3	(0.7)	(6.2)			28.1	35.8	31.4	4.4	(7.7)
65	York 2	88.4	92.1	89.5	2.6	(3.7)			53.1	45.5	39.8	5.7	7.6
66	York 3	81.2	84.2	82.2	2.0	(3.0)			35.3	30.6	28.4	2.2	4.7
67	York 4	94.4	95.4	92.2	3.2	(1.0)			56.4	51.8	48.4	3.4	4.6
	STATE	80.9	83.4	82.7	0.7	(2.5)			34.9	30.9	30.0	0.9	4.0

Source: Department of Education. <http://ed.sc.gov/topics/assessment/scores>

## **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee:** Public Awareness Subcommittee

**Date:** May 21, 2007

### **REPORT/RECOMMENDATION**

Realizing Impact: EOC Communications Plan, 2007-2008

### **PURPOSE/AUTHORITY**

The communications plan incorporates the execution of targeted communications strategies with three primary objectives: to advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement; increase urgent public, parent, and community involvement in support of higher student, school, and system achievement; and to enhance understanding and impact of the accountability system by focusing on the 2010 goal.

### **CRITICAL FACTS**

The plan outlines strategies and tactics to achieve the three primary objectives. The plan also discusses targeted strategies to reach the various audiences affected by the work of the EOC.

### **TIMELINE/REVIEW PROCESS**

Fiscal year 2007-08

### **ECONOMIC IMPACT**

**Cost:**

**Fund/Source:**

Public Awareness funds

### **ACTION REQUEST**

☐ For approval

☒ For information

### **ACTION TAKEN**

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)



# Realizing Impact

## EOC Communications Plan, 2007-2008

*Draft*



**SC EDUCATION  
OVERSIGHT COMMITTEE**

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## Realizing Impact: EOC Communications Plan, 2007-2008

### EOC Mission Statement

*The mission is to effect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders and policymakers.*

### **Introduction**

As outlined in the agency mission, the South Carolina Education Oversight Committee (EOC) is committed to positively influencing education in South Carolina by affecting dramatic, continuous improvement of the state's educational system. The values underlying the mission of the EOC are the following:

- A sole focus on what is best for students;
- A belief in broad-based inclusion and collaboration;
- A belief in standards, assessments, and *publicly* known results;
- The implementation of research and fact-based solutions that improve results; and
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics.

The work of the committee and staff is only effective when it is communicated widely, clearly, and efficiently to a variety of audiences. Open, accurate communication is a necessary component of the EOC's operation and the development and upkeep of a thorough communications plan is necessary to clarify and identify ways to improve how the EOC communicates with, relates to, and influences its various audiences. This plan has been developed and updated to support and enhance the overall mission and values of the agency. Feedback on the plan is essential.

### **Background**

It is imperative that the EOC provide clear, repeated, and open communication in order to earn public understanding and acceptance for its' objectives. In this world of 24-hour news and instant communication, a message can get lost if the delivery is not geared for the intended audience. Oftentimes, a message can get reduced to a sound byte or an image, especially if a form of media is the vehicle for the message. However, simple sound bytes often make the biggest impact. For example, when communicating the progress we are making toward the 2010 goal, the message is: *South Carolina's students are making significant progress but we are not yet on track to meet our goal. Our students and schools are capable of better results and we must **all** commit to working together to reach this goal.*

Our communications strategy examines both reactive and proactive opportunities. Telling the story of the EOC's work and mission using a proactive approach is preferable, rather than relying on others to interpret actions and issues. Perception can easily become reality. We must proactively confront the perceptions that the accountability system is harmful to schools and the children they serve and that publication of data can be harmful to individuals.

### **Listening and Learning**

To communicate effectively and build relationships, it is crucial to take the time and effort to listen to our various audiences, measuring current levels of awareness and understanding, and hear issues of concern and conflict as they relate to desired objectives. Audits were completed this year. An online publication survey was sent out to school administrators and support staff, as well as school board members. Staff from the EOC and the SDE conducted an evaluation of the school and district report cards, and EOC staff conducted a communications audit of the family-friendly standards publication.

A summary of the audits point out stylistic characteristics of many EOC reports: length, organization, terminology, and presentation of statistical data. The way it is presented often creates an obstacle for policy makers, parents, and other interested readers, who often are not

trained in the statistical techniques needed to understand complicated studies. The use of complex tables and research jargon can frustrate an interested reader, even with considerable interest.

### **Realizing Impact**

At the EOC Retreat in August 2006, members expressed the need to simplify regular communications and strive for “high impact.” The discussion centered on the release of the state’s progress toward the 2010 Goal, typically released annually in January with an accompanying eight page publication. It was clear that the method which we had traditionally used to disseminate the results was not effective.

EOC members directed staff to produce a “postcard-size” publication with SC’s ranking on measures for which there was a national measure. The news conference format announcing the release was replaced with a meeting of representatives from K-12, higher education, and the state’s technical college system. Both the postcard and the innovative approach to the release of SC’s results toward the goal proved successful.

As a result of this experience and the continual feedback from key constituents, staff now determines whether a communication meets the “high impact test.” Is the final product something to be used to provide information on a quick, easy-to-read format or is it something that users will refer to repeatedly? In the case of the 2010 Goal postcard, feedback suggests that we managed to accomplish both. The cards were re-printed because of additional requests for copies from school districts.

In an ongoing effort to have higher impact in communications, the agency completed a re-branding in February 2007, incorporating the simple tagline “Reporting Facts. Measuring change. Promoting progress.” The re-branding included the publication of a new website, <http://eoc.sc.gov>.

### **Evaluation Tools**

*Common forms of tangible communication evaluation tools:*

- Requests for copies of publications
- Media coverage
- Formal feedback mechanisms for reports
- Results of online surveys
- Web traffic
- Data reports cited as sources in publications and by legislators
- “Impact” test

## **Objectives**

The following objectives are aligned with the goals and objectives of the EOC:

1. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.
2. Increase urgent public, parent, and community involvement in support of higher student, school, and system achievement.
3. Enhance understanding and impact of the accountability system by focusing on the 2010 goal.

A detailed analysis of each objective follows, with outlined strategies and tactics outlined for each.

### **1. Objective One**

Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

#### **1.1. Strategy 1:**

Provide context for 7<sup>th</sup> state report card information for local audiences.

##### ***Tactics:***

- Develop online report card search engine, in partnership with SC Interactive.
- Develop an online tutorial for parents to utilize which explains how they can use their child's report card for improvement. Develop/revise printed material for parents without access to internet.

#### **1.2. Strategy 2:**

Increase the utilization of data published on report cards for decisions making purposes.

##### ***Tactics:***

- Meet with newspaper Editorial Boards
- Focus briefings/publications to legislators on report cards
- Focus briefings/publications to school boards on report cards, in partnership with SCSBA
- Focus briefings/publications to media on report cards

### **2. Objective Two:**

Increase urgent public, parent, and community involvement in support of higher student, school, and system achievement.

#### **2.1. Strategy 1:**

Increase the utility and effective use of data and recommendations by ensuring various audiences have ready access to EOC data relevant to their needs.

*A common critique is the message we are trying to convey isn't clear.*

##### ***Tactics:***

- Replace lengthy reports and *Learning Matters* with monthly "At a Glance." Send out monthly edition to individuals who have signed up to receive electronic publications from the EOC. Include a web bank of the publications on the EOC website.
- Post technical information related to published reports on the web.
- Utilize graphics and photographs, which are accessible and attractive to readers.
- Continue the publication of technical documentation (*Accountability Manual*) for education administrators and revise according to audience feedback.
- Achieve widespread communication of 6<sup>th</sup> annual Achievement Gap Study, focusing on success of schools and students
  - The study "branded" with a distinct visual identity in April 2007.

## **2.2. Strategy 2:**

Advocate quality teaching and learning experiences so that all children can learn at high levels. *There is a prevailing belief that young people don't recognize their individual learning experiences as having quality and that education has been "devalued." This issue emerged as a common theme during the EOC's 2006-07 tour of counties. The EOC heard repeatedly about a lack of public focus on the positive aspects of educating our children that exists in communities.*

### ***Tactics:***

- Expand teacher appreciation campaign to include famous faces who have ties to South Carolina. Design campaign around genuine appreciation for teachers.

## **2.3. Strategy 3:**

Build public support for education improvements in state.

### ***Tactics:***

- Communicate the priorities developed through the long-range Common Ground planning process and work with local and state officials and citizens to implement the priorities.
  - Build online community resource "hub" to address connectivity issues uncovered during Common Ground tour.
  - Distribute Common Ground "Voices" publication.
- Make the connection between education and economics with all audiences. ("Keeping the *Value* of Education", "Education is Everyone's *Business*")
- Utilize Tips Booklets with various community and business groups.
- Continue development of PAIRS initiative, to improve statewide student reading proficiency.
  - Recruit/retain faith community partners
  - Recruit/retain business and education partners
  - Continue Summer Reading Supplement project
  - Recruit corporate sponsorships for reading initiatives.
  - Host Rotary Club tour with staff of USC Children, Libraries, and Literacy Initiative

## **2.4. Strategy 4**

Extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels.

### ***Tactics:***

- Utilize "Be There Campaign" in partnership with SC-NSPRA, SCSBA
- Publish Back-to-School Publication in partnership with SCPA, SC Commission on Minority Affairs, SDE, New Carolina, and SC-NSPRA)
- Publish and communicate results of parent, teacher, and student surveys in format for principals, superintendents, etc.
- Publish family-friendly versions of the content standards. Distribute PSAs in daily and non-daily newspapers to encourage wide electronic distribution.

## **3. Objective Three:**

Enhance understanding and impact of the accountability system by focusing on the 2010 Goal. *By 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.*

### **3.1. Strategy 1:**

Develop and distribute high-impact, public friendly reporting materials on the achievement of 2010 Goal.

***Tactics:***

- Continue impact publication of *Where Are We Now*
- Update key constituencies on progress and achievement in all EOC publications.

**3.2. Strategy 2:**

Promote significant gains in achievement.

***Tactics:***

- In publications and presentations, highlight successes and improvements made
- Develop joint recognition with SDE for Palmetto Gold and Silver Awards program
- Highlight achievements occurring in gap-closing schools.

**3.3. Strategy 3:**

Emphasize the importance of the high school diploma in all EOC publications and actions.

## Action / Work Plan (5/2007)

Plan Key	Product / Deliverables	Target Audience(es)	Individuals Involved	Proposed dates
2.1.	Monthly publication of <i>At a Glance</i>	Legislators, education community, media, e-mail recipients	EOC staff	April 2007, May 2007, June 2007, July 2007, August 2007, September 2007, October 2007, November 2007, January 2008, February 2008, March 2008
2.1.	2007-2008 Accountability Manual	Education administrators	EOC staff	June 2007
2.4.	Family-Friendly Content Standards Guide (English and Spanish)	Parents, Educators	EOC Staff	June 2007
2.3.	Common Ground "Voices" publication	All audiences	EOC staff	June 2007
2.3.	Web-based community resource "hub"	General public	EOC staff	June 2007
2.4.	Back-to-School Guide	Parents, students	EOC, SCPA, SDE, SCCMA, New Carolina	August 2007

2.2.	Teacher Appreciation Campaign	General public	EOC members, staff	November 2007
3.	EOC Annual Report	Legislators, media, education community	EOC staff	March 2008
2.1.	Release of 2008 Gap Study	Local and regional media outlets, legislators, education community, minority and faith communities.	EOC members, staff	April 2008
2.3.	TIPS Brochures	Business community, community members, parents	EOC staff	Reprint in 2007-08
<b>2007 Report Card Release</b>				
1.2.	Report card media briefings	Media	EOC/SDE staff	October 2007
1.2.	Editorial Board visits – report card release	<i>The State, Charleston Post and Courier, Spartanburg Herald-Journal, and Greenville News</i>	EOC members, staff	November 2007
1.1.	Report Card Online search engine	Parents, Educators, Business community, etc.	EOC staff, SC Interactive	November 2007



1.2.	Report Card legislative briefings	Legislators	EOC staff	November 2007
<b>PAIRS</b>				
2.3.	Summer Reading Guide	Parents, teachers, students	Yow, newspaper partners	May 2007
2.3.	Quarterly <i>Connections</i> Newsletter	Education community, faith community, extended learning and afterschool providers, volunteers, literacy partners	Yow	July 2007, October 2007, January 2008, April 2008
2.3.	Rotary presentations	Statewide rotaries	EOC Staff, USC Children, Libraries, and Literacy Initiative	Fall 2007
2.3.	PAIRS Summit (in conjunction with SC Literacy Links and/or SC Afterschool Alliance)	Faith community, extended learning and afterschool providers, volunteers, literacy partners	Yow	Spring 2008
2.3.	PAIRS Partner / Affiliate Recruitment Presentations	Business community, education community, faith community, extended learning and	EOC staff	Ongoing

		afterschool providers, volunteers, literacy partners		
2.3.	Presentations tailored for various audiences	TBD	EOC	Ongoing

## **EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee:** Public Awareness

**Date:** May 21, 2007

### **REPORT/RECOMMENDATION**

Results of the 2006 Parent Survey

### **PURPOSE/AUTHORITY**

The Parental Involvement in Their Children's Education Act of 2000 requires the EOC to evaluate the effectiveness of state and local parental involvement programs. Section 59-18-900 of the Education Accountability Act also requires that the annual report card include "evaluations of the school by parents, teachers, and students."

### **CRITICAL FACTS**

The parent survey was commissioned by the EOC and designed by the Institute for Families in Society at the University of South Carolina in 2001. The survey is designed to determine parent perceptions of their child's school and to evaluate the effectiveness of state and local parental involvement programs. Since 2002 the Department of Education has annually administered the survey, and the EOC has provided an annual review of the survey results. Attached is an analysis of the results of the 2006 parent survey along with an analysis of trend data.

### **TIMELINE/REVIEW PROCESS**

### **ECONOMIC IMPACT**

**Cost:** Fiscal Impact Not Calculated

**Fund/Source:**

### **ACTION REQUEST**

☐ For approval

☒ For information

### **ACTION TAKEN**

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

# Results of the 2006 Parent Survey



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## **Acknowledgements**

The Education Oversight Committee (EOC) acknowledges the significant contribution of Dr. John May of the South Carolina Educational Policy Center (SCEPC) at the University of South Carolina. Dr. May tabulated the results of the 2006 parent survey which are reflected in the following analysis. The EOC also acknowledges the ongoing assistance of Cynthia Hearn of the Department of Education in providing timely updates and information on the annual administration of the parent survey.

## **PART ONE**

### **Background**

Since 2002 South Carolina has collected information on parental involvement and documented parent perceptions of their child's school on the annual school report cards. Section 59-18-900 of the Education Accountability Act (EAA) requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. In addition Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." The tool that has been adopted by the EOC and administered by the Department of Education to meet these statutory requirements is the annual parent survey.

Since 2002 the EOC has issued yearly reports documenting the results of the annual parent survey. These reports focus on two specific areas: (1) parent perceptions or satisfaction levels with schools; and (2) parental involvement activities as self-reported by parents. Copies of these reports can be downloaded at [www.sceoc.com](http://www.sceoc.com).

Historically, the annual parent surveys between 2002 and 2005 have demonstrated that parents have an overwhelmingly positive perception of the learning environment and social and physical environment of their child's school. However, consistently, only two-thirds of parents responding to the surveys had a favorable view of home-school relations at their child's school. Parents expressed concern over three issues. A significant percentage of parents felt that their child's school did not include them in decision-making. Many parents felt that their child's school did not give them information about what their child should be learning. And, parents cited discipline as a problem. The surveys revealed that respondents generally had similar socioeconomic characteristics and self-reported comparable levels of parental involvement in their child's school. The work schedule of parents was consistently the greatest obstacle to their involvement in schools.

## **PART TWO**

### **Administration of the 2006 Parent Survey**

During the second semester of each school year, the Department of Education, in cooperation with the EOC, administers the parent survey. According to guidelines issued by the EOC in 2001, the parents of students in the highest grade at elementary and middle schools should complete a student survey. In high schools and career centers, parents of all 11<sup>th</sup> graders are surveyed. Parents in schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) are not surveyed. An independent contractor, hired by the Department, mails the surveys directly to schools along with envelopes for the distribution and collection of the surveys. Two sets of instructions for administering the survey are also included in the packets along with a letter from the Executive Director of the EOC to the school principal, explaining the history, methodology and importance of the parent survey. In addition to a survey and an envelope, parents receive a letter from the state Superintendent of Education that reinforces the importance of completing the survey and offering directions on how to complete and return the survey. Spanish versions of the survey are provided to schools. The name of each school is printed on the survey forms to assist parents who are completing surveys for multiple schools. In Fiscal Year 2005-06 the Department of Education reported that the total cost of the survey was \$108,868.88 which included the cost of printing, shipping, processing and scanning.

The 2006 administration of the parent survey occurred over a thirty-one day period and involved the following actions.

Week of February 27, 2006	Schools receive all survey forms.
March 21, 2006	Due date for parent survey forms to be returned to the school.
March 24, 2006	Due date for schools to mail completed survey forms to contractor.

A school survey coordinator, a staff person designated by the school principal, distributed and collected the parent surveys at each school according to instructions provided by the Department of Education. The survey coordinator distributed envelopes containing a parent survey and a letter from the state Superintendent of Education to each classroom teacher within the designated grade being surveyed. Then, teachers gave each student an envelope. Students were asked to take the envelopes home to their parents to complete and return to school. Parents were given the option of mailing the survey directly to the Department of Education with parents incurring the cost of the mailing. The school survey coordinator was expressly advised that mailing of the envelopes directly to the parents was also allowed with all costs to be borne by the school. Information does not exist to document if any schools mailed the parent surveys to parents.

Upon receiving the completed parent surveys, the school survey coordinator then mailed the survey forms to the contractor for scanning and preparation of the raw data file. Individual school results were tabulated by the Department of Education. The overall satisfaction scores of three questions relating to the school's overall learning environment, home and school relations, and social and physical environment were printed on the 2006 annual school report cards. For each school, the Department



aggregated the responses to all survey questions and provided the summary data to the district office.

As in prior years, the 2006 parent survey contained forty-six questions designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-one questions, parents were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don't Know. These twenty-one questions focused on three key components: learning environment, home and school relations, and the physical and social environment of their child's school. These components and individual activities reflect the framework devised by Joyce Epstein of the National Network of Partnership Schools.

The one change in the 2006 parent survey involved references to "home-school relations." Unlike the 2005 parent survey and all previous surveys, the reference to "home-school relations" was changed on the 2006 parent survey to "home and school relations." This change came as an informal suggestion of the Parental Involvement Subcommittee of the EOC on March 20, 2006. The Subcommittee suggested the change to eliminate any confusion that might exist with the term "homeschooling."

The 2006 survey concluded by seeking information on parental involvement activities and socio-economic characteristics of the respondents. Parents were asked about their participation in various parental involvement activities both in and outside of the school. Parents were also asked to determine from a list of responses potential barriers to their involvement in their child's education. Finally, parents were asked to provide specific information about themselves, their child, and their household. Parents were asked four questions about their child – their child's grade in school, gender, race/ethnicity, and grades on his or her last report card. Four questions sought information about the parent, his or her gender, race/ethnicity, highest level of education and total yearly household income.

A copy of the 2006 survey and instructions provided by the Department of Education to schools are in the appendix.

## PART THREE

### Results of the 2006 Parent Survey

#### Respondent Profiles and Return Rates

For the fourth consecutive year the total number of parent surveys returned increased. Approximately 3.89% more surveys were returned in 2006 than in 2005. And since the original statewide administration of the survey in 2002, the total number of surveys returned has increased by almost twenty-five percent.

#### ALL RESPONDENTS

	2006	2005	2004	2003	2002
Total Parent Surveys Returned:	<b>69,495</b>	66,895	66,283	64,732	55,864
One or Fewer Questions not Answered	<b>88.04%</b>	88.30%	86.05%	84.59%	86.44%
Two or Fewer Questions not Answered	<b>90.86%</b>	91.09%	90.76%	89.14%	91.65%

Analyzing the data provides the following information on the 2006 respondents. For purposes of this and all other analysis in the report, an elementary school is defined as grades one through five, middle school as grades 6 through 8 and high school as grades 9 through 12. Totals may not add to 100% because some responses had no or multiple marks for a question.

#### ALL RESPONDENTS

	2006	2005	2004	2003	2002
Child in Elementary School	<b>42.20%</b>	42.53%	42.98%	43.19%	44.37%
Child in Middle School	<b>36.09%</b>	36.56%	36.79%	37.06%	38.84%
Child in High School	<b>19.24%</b>	18.58%	17.80%	15.97%	14.87%

(n=69,495)

	2006	2005
Male	<b>14.09%</b>	14.20%
Female	<b>83.87%</b>	83.93%
White	<b>55.86%</b>	56.56%
Non-White	<b>40.09%</b>	40.13%

(n=69,495)

- As in 2005, approximately 42% of the parents who responded completed the survey because they had a child in elementary school.
- For the fourth consecutive year, the percentage of parents who had a child in high school and who completed the survey increased while the percentage of parents who had a child in middle school and who completed the survey declined.
- As in prior surveys, the respondents were six times more likely to be women than men.

- As in prior surveys, in 2006 the majority of all respondents were of white ethnicity.
- When asked about their child's academic success, over half (51.47%) of the respondents who completed the survey reported that their child received mostly A's and B's on his or her last report card. Less than three percent of the parents reported that their child received mostly D's and F's on his or her last report card.

#### ALL RESPONDENTS

Child's Grades on Last Report Card	2006	2005	2004	2003
Mostly A's and B's	<b>51.47%</b>	51.06%	50.18%	49.65%
Mostly B's and C's	<b>29.66%</b>	29.57%	29.95%	29.50%
Mostly C's and D's	<b>11.50%</b>	11.68%	12.29%	12.26%
Mostly D's and F's	<b>2.59%</b>	3.09%	3.42%	3.05%

(n=69,495)

- Regarding the educational attainment of the respondents, generally parents who responded to the survey were more likely to have obtained an associate or college degree and to have postgraduate study as compared to the general population of South Carolina. The data showed that the level of educational achievement of parent survey respondents is consistently the same across the years.

#### ALL RESPONDENTS

<u>Question:</u> What is the highest level of education you have completed?	2006	2005	2004	2003	Educational Attainment for Persons 18 Years and Over in SC <sup>1</sup>
Attended Elementary or High School	<b>13.21%</b>	13.34%	13.91%	15.00%	23.9%
Completed High School/GED	<b>25.90%</b>	25.43%	26.12%	25.48%	30.0%
Associate Degree	<b>8.98%</b>	8.68%	8.53%	8.08%	6.2%
Attended College	<b>21.14%</b>	21.68%	21.55%	21.26%	21.2%
College Degree	<b>16.61%</b>	16.55%	16.04%	15.47%	12.6%
Postgraduate Study	<b>8.68%</b>	8.98%	8.90%	8.48%	6.0%

(n=69,495)

- Regarding the annual household income of the respondents, in 2006 50.19% of the parents who completed the survey reported having an annual household income in excess of \$35,000 as compared to 50.47% in 2005. For comparison

<sup>1</sup> 2006 South Carolina Statistical Abstract, last updated October 5, 2006, <http://www.ors2.state.sc.us/abstract/chapter7/education4.asp>.

purposes, according to the U.S. Census Bureau, the median household income in South Carolina over a two-year period between 2004 and 2005 was \$40,107.<sup>2</sup>

It should be noted that according to the 2006 annual district report cards the statewide poverty index for all school districts was 63.58%. This index combines information about the percentage of students eligible for Medicaid services and the percentage participating in the Federal free or reduced-price lunch program.<sup>3</sup> According to the U.S. Department of Agriculture Child Nutrition Programs, Income and Eligible Guidelines for school year 2005-06, a family of four with an annual income \$25,155 was eligible for the free lunch program. A family of four with an income of \$35,798 was eligible for the reduced-price lunch program. Consequently, based on the statewide poverty index, respondents to the parent survey generally report being more economically advantaged than the general student population in the districts.

#### ALL RESPONDENTS

Annual Household Incomes	2006	2005	2004	2003
Less than \$15,000	<b>12.61%</b>	12.98%	13.22%	13.12%
\$15,000 to \$24,999	<b>14.05%</b>	14.11%	15.00%	14.78%
\$25,000 to \$34,999	<b>13.47%</b>	13.64%	13.50%	13.40%
\$35,000 to \$54,999	<b>17.10%</b>	17.13%	17.71%	17.90%
\$55,000 to \$75,000	<b>14.32%</b>	14.39%	13.87%	13.86%
More than \$75,000	<b>19.77%</b>	18.95%	18.15%	16.78%
No or multiple response	<b>8.69%</b>	8.80%	8.55%	10.16%

(n=69,495)

The statewide parent response is important in evaluating parental perceptions and parental involvement from a statewide perspective. However, at the individual school site, schools need to receive an adequate number of surveys to determine parental perceptions and to evaluate parental involvement efforts. The following chart is a distribution of schools based on the number of surveys returned at the individual school.

<sup>2</sup> U.S. Census Bureau. "Current Population Survey, 2004 to 2006 Annual Social and Economic Supplements." <http://www.census.gov/hhes/www/income/income05/statemhi2.html>.

<sup>3</sup> "2006-07 Accountability Manual: the 2006-2007 Annual School and District Report Card System for South Carolina Public Schools and School Districts," Education Oversight Committee, June 2006.

	2006	2005	2004
Number of Parent Surveys Returned	Number of Schools*	Number of Schools	Number of Schools
Greater than 350	4	3	1
300 to 350	3	0	2
250 to 299	3	4	4
200 to 249	8	12	8
150 to 199	27	36	36
100 to 149	127	107	115
50 to 99	391	401	384
25 to 49	314	335	319
Less than 25	158	179	159
<b>TOTAL</b>	<b>1035</b>	<b>1077</b>	<b>1028</b>

- Excludes vocational centers and K-1, K-2 and 1-2 schools, ten schools that had return rates in excess of 100% based on the 135-day average daily membership (ADM) and one school that had missing data.

Because distribution does not take into account variations in school size, the response rates by school were then compared to the 2005-06 135-day average daily membership (ADM) of schools. The survey guidelines state that the parents of students in the highest grade at elementary and middle schools should complete a student survey. In high schools and career centers, parents of all 11<sup>th</sup> graders should complete a survey. Parents in schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) are not surveyed. Based upon these guidelines and using the 135-day ADM for the actual grades surveyed, the return rates in the state and by school type school were as follows.

#### 2006 Return Rates

Type School *	Average Enrollment <sup>4</sup>	Number of Schools in Survey	Mean Return Rate	Median Return Rate	Minimum Return Rate	Maximum Return Rate
Elementary	490	581	61.3%	61.3%	6.8%	100.0%
Middle	624	249	41.6%	40.8%	0.9%	100.0%
High	956	205	29.7%	25.8%	1.5%	100.0%
<b>STATE</b>		1,035	50.3%	50.4%	0.9%	100.0%

\* Excludes vocational centers and K-1, K-2 and 1-2 schools.

The data revealed that the average return rate in elementary schools was over 60%. However, the data also reveal that the average return rate of high schools was less than half of the return rate for elementary schools. Clearly, more focus should be placed on improving the return rate in high schools as well as middle schools where the mean return rate was 41.6%. The mean return rate of all schools in South Carolina was 50.3%.

<sup>4</sup> Based on the 2005 School and District Report Card Data Files,  
<http://ed.sc.gov/topics/researchandstats/schoolreportcard/2005/data/>

## **Parent Perceptions of Their Child's School**

On the annual school report cards, parental responses to three questions are published. These questions were designed to measure parent perceptions of the learning environment, home and school relations, and the physical and social environment of their child's school. An analysis of the responses to these questions and a comparison of the responses to prior surveys follow.

### **Learning Environment**

<b>Question 5:</b> I am satisfied with the learning environment at my child's school.	<b>2006</b>	2005	2004	2003	2002
Agree or Strongly Agree	<b>81.26%</b>	81.16%	80.94%	80.13%	80.61%
Disagree or Strongly Disagree	<b>14.28%</b>	14.57%	15.03%	15.53%	15.50%

In 2006 81.26% of all respondents either agreed or strongly agreed with this statement while 14.28% of all respondents disagreed or strongly disagreed. Analyzing the results across selected variables revealed the following:

### **I am satisfied with the learning environment at my child's school.**

<b>Parents of/with:</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
White Ethnicity	82.45%	14.07%
Non-White Ethnicity	80.51%	14.32%
Child in Elementary School	85.83%	10.68%
Child in Middle School	78.17%	17.25%
Child in High School	77.76%	16.76%
Child Making A's & B's	85.58%	11.13%
Child Making B's & C's	79.75%	15.36%
Child Making C's & D's	72.75%	21.69%
Child Making D's & F's	62.96%	29.92%
Household Income > \$35,000	82.28%	14.24%
Household Income < \$35,000	81.21%	13.97%
Some College Education	81.50%	14.89%
High School or Less Education	81.88%	13.24%

Parents of a child in elementary school or parents whose child made A's or B's had more favorable perceptions of their child's learning environment than all other parents. The data reflect that parents' positive perception of their child's school declined as the child's grades declined with only 62.96% of parents whose child made mostly D's and F's on his or her report cards satisfied with the learning environment at their child's school. There appeared to be no significant differences between parents of different racial or socioeconomic backgrounds on this issue.

### Home and School Relations

<b>Question 16:</b> I am satisfied with home and school relations at my child's school.	<b>2006</b>	2005	2004	2003	2002
Agree or Strongly Agree	<b>76.58%</b>	67.84%	66.90%	66.76%	68.59%
Disagree or Strongly Disagree	<b>16.59%</b>	17.66%	18.16%	18.63%	18.76%

In 2006 parental satisfaction with home and school relations increased to a five-year high. Over three-fourths of all parents agreed or strongly agreed that they were satisfied with home and school relations at their child's school. As previously noted, unlike the 2005 parent survey and all previous surveys, the reference to "home-school relations" was changed on the 2006 parent survey to "home and school relations." This change was a suggestion of the Parental Involvement Subcommittee of the EOC in March of 2006 to eliminate any confusion that might exist with the term "homeschooling."

To determine if this increase in parental satisfaction could be attributed to a specific subgroup of parents, the prior years' survey results were analyzed accordingly. Analyzing the 2006 results across other variables revealed the following: the data show that across grade spans and ethnicities improvement in satisfaction levels consistently improved between 7 and 10%. The greatest increase occurred with non-white parents for whom 10% more parents in 2006 than in 2005 agreed or strongly agreed that they were satisfied with home and school relations. Approximately 70.61% of parents whose child attended high school were satisfied with home and school relations as compared to 82.90% of parents whose child attended an elementary school.

### I am satisfied with the home and school relations at my child's school.

<b>Parents of/with:</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
White Ethnicity	77.26%	17.00%
Non-White Ethnicity	76.60%	15.78%
Child in Elementary School	82.90%	11.69%
Child in Middle School	72.71%	20.12%
Child in High School	70.61%	21.01%
Child Making A's & B's	80.45%	13.85%
Child Making B's & C's	75.20%	17.77%
Child Making C's & D's	68.81%	23.29%
Child Making D's & F's	60.51%	30.92%
Household Income > \$35,000	77.42%	16.88%
Household Income < \$35,000	76.83%	16.17%
Some College Education	76.66%	17.38%
High School or Less Education	77.50%	15.34%

While the percentage of parents who were satisfied with home and school relations increased significantly, again as in prior years, one out of every five parents whose child attended a middle or high school in South Carolina was not satisfied with home school relations. And, like parent perception of the learning environment at their child's school, the parent satisfaction with home and school relations declined as the child's grades on his or her report card declined.

### Social and Physical Environment

<b>Question 21:</b> I am satisfied with the social and physical environment at my child's school.	<b>2006</b>	2005	2004	2003	2002
Agree or Strongly Agree	<b>77.80%</b>	77.67%	76.99%	77.25%	77.94%
Disagree or Strongly Disagree	<b>16.18%</b>	16.12%	16.76%	16.20%	16.07%

In 2006 77.80% of all respondents either agreed or strongly agreed with this statement while 16.18% disagreed or strongly disagreed. These figures are consistent with prior year's parental perceptions of the social and physical environment at their child's school from the prior year's study. Breaking down the responses across selected variables revealed the following.

#### I am satisfied with the social and physical environment at my child's school.

<b>Parents of/with:</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
White Ethnicity	79.03%	16.29%
Non-White Ethnicity	76.99%	15.90%
Child in Elementary School	85.64%	10.27%
Child in Middle School	72.88%	20.53%
Child in High School	70.77%	21.14%
Child Making A's & B's	81.12%	14.22%
Child Making B's & C's	76.37%	17.25%
Child Making C's & D's	71.94%	20.52%
Child Making D's & F's	64.29%	26.47%
Household Income > \$35,000	79.48%	16.09%
Household Income < \$35,000	77.09%	16.18%
Some College Education	78.91%	16.43%
High School or Less Education	77.28%	15.69%

Overwhelmingly, parents who had a child in elementary school were more satisfied with the social and physical environment of their child's school than parents whose child attended a middle or high school. One in five of all parents whose child attended a middle or high school was dissatisfied with the social and physical environment of their child's school. Again, parents' satisfaction levels declined as their child's grades on report cards declined.

On a statewide basis, parent perceptions of the learning environment, of home and school relations and of the social and physical environment of their child's school were overwhelmingly positive in 2006. Parent satisfaction with home and school relations increased significantly to almost 77%. The trend still remained that parents whose children attend middle or high school were less satisfied on all three indicators than parents of elementary students.

The following analysis seeks to determine if there were any differences in parental perceptions across schools based on the absolute performance rating of their child's school and what, if any, changes occurred since 2002. Absolute performance ratings are based on the 2005 annual school report cards. Again, questions 5, 16, and 21 were analyzed.



**Question 5: I am satisfied with the learning environment at my child's school.**

<b>Agree or Strongly Agree</b>					
<b>Parents whose child attends a school rated:</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>Excellent</b>	<b>87.44%</b>	85.61%	86.28%	87.05%	87.81%
<b>Good</b>	<b>85.44%</b>	84.58%	83.40%	82.56%	83.06%
<b>Average</b>	<b>81.53%</b>	81.06%	78.94%	77.51%	78.75%
<b>Below Average</b>	<b>76.99%</b>	75.05%	70.89%	70.89%	70.55%
<b>Unsatisfactory</b>	<b>69.47%</b>	66.38%	61.30%	62.88%	65.20%

**Question 5: I am satisfied with the learning environment at my child's school.**

<b>Disagree or Strongly Disagree</b>					
<b>Parents whose child attends a school rated:</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>Excellent</b>	<b>8.93%</b>	11.11%	10.65%	10.10%	9.73%
<b>Good</b>	<b>10.58%</b>	12.11%	13.29%	13.77%	13.36%
<b>Average</b>	<b>14.15%</b>	14.57%	17.01%	18.18%	17.13%
<b>Below Average</b>	<b>18.07%</b>	20.01%	23.61%	23.53%	23.95%
<b>Unsatisfactory</b>	<b>24.85%</b>	27.63%	32.19%	30.97%	28.41%

In 2006 parental satisfaction with the learning environment improved for all parents, regardless of the absolute rating of their child's school. Compared to the 2005 parent survey, the greatest percentage increase (3.09%) in positive perception was from parents whose child attended a school with an absolute performance rating of Unsatisfactory. And, parents whose child attended a school with an Excellent rating expressed less disagreement with question 5 in 2006 than in 2005. As the absolute rating of the school improves, so do the parent perceptions of the learning environment of their child's school. On the other hand, the data still showed that one in four parents whose child attended a school with an absolute rating of Unsatisfactory was not satisfied with the learning environment of their child's school.

**Question 16: I am satisfied with home and school relations at my child's school.**

<b>Agree or Strongly Agree</b>					
<b>Parents whose child attends a school rated:</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
<b>Excellent</b>	<b>80.29%</b>	71.57%	71.63%	72.27%	74.65%
<b>Good</b>	<b>79.86%</b>	70.30%	68.58%	68.57%	70.06%
<b>Average</b>	<b>76.61%</b>	67.59%	64.99%	64.42%	67.34%
<b>Below Average</b>	<b>73.78%</b>	63.43%	59.50%	59.98%	63.21%
<b>Unsatisfactory</b>	<b>70.12%</b>	58.37%	57.42%	56.08%	58.96%

**Question 16: I am satisfied with home and school relations at my child's school.**

<b>Disagree or Strongly Disagree</b>					
<b>Parents whose child attends a school rated:</b>	<b>2006</b>	2005	2004	2003	2002
<b>Excellent</b>	<b>13.06%</b>	15.93%	15.54%	15.21%	15.03%
<b>Good</b>	<b>13.90%</b>	16.21%	16.94%	17.57%	17.85%
<b>Average</b>	<b>16.88%</b>	17.32%	19.66%	20.64%	19.71%
<b>Below Average</b>	<b>19.02%</b>	20.70%	23.09%	23.59%	22.28%
<b>Unsatisfactory</b>	<b>22.06%</b>	25.42%	25.91%	27.90%	26.94%

Again, since 2002, the parent survey has demonstrated that parental satisfaction with home and school relations improved as the absolute performance rating improved and declined as the absolute performance rating of the school declined. However, comparing parent responses in 2006 to question 16 (home and school relations) with those to question 5 (learning environment) the percentage changes between schools with different absolute ratings was not as large when looking at home and school relations. As reflected in the statewide numbers, parental satisfaction with home and school relations increased significantly in 2006. When analyzing results by the absolute rating of the school in 2005 and 2006, there was an 11.75% increase in 2006 in the percentage of parents who had a positive perception of home and school relations and whose child attended a school with an absolute rating of Unsatisfactory. Still, however, one in five parents whose child attended a school with an absolute rating of Unsatisfactory expressed dissatisfaction with home and school relations.

**Question 21: I am satisfied with the social and physical environment at my child's school.**

<b>Agree or Strongly Agree</b>					
<b>Parents whose child attends a school rated:</b>	<b>2006</b>	2005	2004	2003	2002
<b>Excellent</b>	<b>84.58%</b>	82.43%	83.60%	85.42%	86.71%
<b>Good</b>	<b>83.48%</b>	82.49%	80.31%	80.69%	80.71%
<b>Average</b>	<b>78.63%</b>	77.87%	74.93%	74.08%	76.05%
<b>Below Average</b>	<b>72.21%</b>	69.36%	63.40%	65.34%	66.42%
<b>Unsatisfactory</b>	<b>62.91%</b>	60.58%	53.88%	57.37%	60.50%

<b>Disagree or Strongly Disagree</b>					
<b>Parents whose child attends a school rated:</b>	<b>2006</b>	2005	2004	2003	2002
<b>Excellent</b>	<b>10.63%</b>	13.16%	11.76%	10.56%	9.61%
<b>Good</b>	<b>11.67%</b>	12.44%	14.36%	13.52%	13.74%
<b>Average</b>	<b>15.46%</b>	15.89%	18.51%	19.20%	17.42%
<b>Below Average</b>	<b>20.93%</b>	22.82%	28.47%	26.64%	25.70%
<b>Unsatisfactory</b>	<b>28.99%</b>	31.27%	35.50%	34.84%	31.31%

On the issue of the social and physical environment, again, as compared to the prior year, all parents, regardless of the absolute rating of their child's school expressed

greater satisfaction with the social and physical environment of their child's school in 2006 than in 2005. The most significant improvement in parental satisfaction with the social and physical environment at their child's school was expressed by parents whose child attended a school with an absolute rating of Below Average. Similarly, across all schools, fewer parents expressed dissatisfaction with the social and physical environment of their child's school in 2006. Almost thirty percent of parents whose child attended a school with an absolute rating of Unsatisfactory were not satisfied with the social and physical environment of their child's school.

Overall, the historical trend continues – parental satisfaction with the social and physical environment of their child's school improves as the absolute performance rating of the school improves and declines as the absolute performance rating of the school declines. The largest difference in satisfaction and dissatisfaction occurs between parents whose child attends a school with an absolute rating of Excellent and parents whose child attends a school with an absolute rating of Unsatisfactory.

### **Parental Involvement Programs and Initiatives**

The second objective of the parent survey is to determine the effectiveness of state and local efforts to increase parental involvement. The survey instrument includes individual questions to elicit detailed information on the learning environment, home and school relations, and social and physical environment of schools. At the school level responses to these questions can reveal the strengths and weaknesses of parental involvement initiatives at the individual school site. Statewide, the data provide policymakers information on the overall effectiveness of policies and programs in promoting parental involvement. The following analysis again focuses on the learning environment, home-school relations, and the social and physical environment of schools.

**Learning Environment:** In 2006 parents responded accordingly to the following questions regarding the learning environment of their child's school. Responses to the prior surveys are included for comparison purposes:

<b>Agree or Strongly Agree</b>					
<b>LEARNING ENVIRONMENT</b>	<b>2006</b>	2005	2004	2003	2002
My child's teachers give homework that helps my child learn.	<b>87.74%</b>	88.42%	89.07%	88.12%	89.38%
My child's school has high expectations for student learning.	<b>87.36%</b>	87.66%	88.18%	87.49%	88.40%
My child's teachers encourage my child to learn.	<b>87.42%</b>	87.74%	88.11%	87.52%	88.83%
My child's teachers provide extra help when my child needs it.	<b>76.96%</b>	76.40%	75.61%	75.56%	77.42%

The data are consistent across the five years. Parents overwhelmingly feel that their child's teacher or teachers provide the academic assistance necessary to provide a positive learning environment. The one area that parents consistently would like more assistance is the provision of extra help for their child.

**Home and School Relations:** Based on national research and the results of South Carolina's annual parent surveys, parents with children in middle or high school are less satisfied with home and school relations than parents of elementary age children. Some contend that this dissatisfaction is due to the documented decline of parental involvement at the middle and high school level. Research points out that parents "generally become less involved as their children grow older for many reasons: schools are bigger and farther from home, the curriculum is more sophisticated, each student has several teachers, parents of older students are more likely to be employed, and students are beginning to establish some sense of separation and independence from parents."<sup>5</sup> On the other hand, parents point out that middle and high schools generally do not provide forums for involvement or consistent methods of communication with parents. "The research on the effectiveness of parental involvement with older students, therefore, often focuses on different forms of participation- e.g., parents monitoring homework, helping students make postsecondary plans and select courses which support these plans, parent-school agreements on rewards for achievement and behavioral improvements—as well as some of the 'standby' function such as regular homeschool communication about students' progress and parent attendance at school-sponsored activities."<sup>6</sup>

Ten statements were included in the parent survey to highlight issues of home and school relations between parents whose child attended an elementary, middle or high school. The responses to these statements were analyzed and the data reflected in the following tables.

<b><i>Parents who Agreed or Strongly Agreed with the statement:</i></b>	<b><i>All Parents</i></b>	<b><i>Elementary</i></b>	<b><i>Middle</i></b>	<b><i>High</i></b>
<b><i>n=</i></b>	<b><i>69,495</i></b>	<b><i>29,328</i></b>	<b><i>25,079</i></b>	<b><i>13,369</i></b>
My child's teachers contact me to say good things about my child	53.14%	63.98%	45.90%	42.76%
My child's teachers tell me how I can help my child learn.	62.04%	74.28%	56.00%	46.38%
My child's teachers invite me to visit my child's classrooms during the school day.	54.36%	68.17%	46.89%	37.64%
My child's school returns my phone calls or e-mails promptly.	72.94%	78.55%	70.17%	66.53%
My child's school includes me in decision-making.	63.52%	70.79%	59.57%	55.31%
My child's school gives me information about what my child should be learning in school.	74.81%	82.46%	70.73%	66.24%
<b><i>Parents who Agreed or Strongly Agreed with the statement:</i></b>	<b><i>All Parents</i></b>	<b><i>Elementary</i></b>	<b><i>Middle</i></b>	<b><i>High</i></b>

<sup>5</sup> Kathleen Cotton and Karen Reed Wikelund, "Parent Involvement in Education." Northwest Regional Educational Laboratory, 2001, <http://www.nwrel.org/scpd/sirs/3/cu6.htm.l>.

<sup>6</sup> Ibid.

<i>n</i> =	69,495	29,328	25,079	13,369
My child's school considers changes based on what parents say.	47.21%	52.53%	42.80%	43.63%
My child's school schedules activities at times that I can attend.	74.16%	78.47%	71.59%	70.27%
My child's school treats all students fairly.	61.80%	69.83%	56.55%	54.25%
My principal at my child's school is available and welcoming.	76.24%	81.55%	74.38%	68.73%

As documented in the report on the 2005 parent survey responses, the 2006 survey responses reveal similar concerns by parents. First, less than half of all parents who responded to the survey felt that their child's school considered changes based on parent input. Second, just over half of the respondents noted that their child's teachers contact them to say good things about their child. When analyzing the 2006 responses to these questions by grade level, the data reveal that parents whose child attended high school expressed less agreement than all other parents with these questions. Parents of high school students were significantly less likely to agree that their child's teachers told them how they could help their child. Less than half of parents with middle school and high school students agreed that teachers contacted them to say good things about their child as compared to almost two-thirds of the parents of elementary school children.

**Social and Physical Environment:** The parent survey includes four statements that describe the social and physical environment of a child's school. The responses to those statements as well as the results from the 2005, 2004, 2003 and 2002 surveys are below:

**Agree or Strongly Agree**

<b>SOCIAL &amp; PHYSICAL ENVIRONMENT</b>	<b>2006</b>	2005	2004	2003	2002
My child's school is kept neat and clean.	<b>86.83%</b>	87.57%	87.72%	86.90%	86.67%
My child feels safe at school.	<b>85.92%</b>	86.30%	85.91%	85.68%	85.53%
My child's teachers care about my child as an individual.	<b>78.48%</b>	78.34%	77.55%	77.01%	76.57%
Students at my child's school are well behaved.	<b>55.16%</b>	55.41%	53.38%	54.05%	54.69%

As in prior years, parents who responded to the survey in 2006 noted that student discipline continues to be an issue of concern. Consistently, only 54 to 55% of parents believed that students at their child's school are well behaved. And, despite the national and state issues involving school crime and weapons on campus, 85.92% of parents stated that their child feels safe at school.

The next analysis deals with parents' responses to questions regarding specific parental involvement activities and/or parenting activities in which the respondents participate. It should be emphasized that the results are self-reported. Parents were asked to respond "I do this," "I don't do this but would like to" or "I don't do this and I don't care to" to

thirteen questions regarding specific parental involvement activities. The following three charts document parent responses to these questions in 2006 as compared to the response of the 2005 and 2004 parent survey.

***Percentage Parents Responding***

<b>"I do this"</b>	<b>2006</b>	2005	2004
Attend open houses or parent-teacher conferences	<b>75.44%</b>	76.18%	77.77%
Attend student programs or performances	<b>74.10%</b>	74.52%	75.27%
Volunteer for the school	<b>38.36%</b>	40.73%	41.23%
Go on trips with my child's school	<b>34.12%</b>	34.88%	34.29%
Participate in School Improvement Council Meetings	<b>13.15%</b>	13.14%	12.03%
Participate in Parent-Teacher-Student Organizations	<b>35.17%</b>	36.85%	38.70%
Participate in school committees	<b>17.48%</b>	18.00%	17.61%
Attend parent workshops	<b>24.68%</b>	24.50%	24.75%
Visit my child's classrooms during the school day	<b>33.93%</b>	34.28%	34.57%
Contact my child's teachers about my child's schoolwork.	<b>72.34%</b>	72.41%	72.51%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	<b>81.14%</b>	81.70%	82.77%
Make sure my child does his/her homework.	<b>92.56%</b>	93.08%	93.62%
Help my child with homework when he/she needs it.	<b>91.41%</b>	92.20%	92.76%

***Percentage Parents Responding***

<b>"I don't do this but would like to"</b>	<b>2006</b>	2005	2004
Attend open houses or parent-teacher conferences	<b>17.69%</b>	17.28%	16.78%
Attend student programs or performances	<b>18.24%</b>	18.25%	18.06%
Volunteer for the school	<b>35.75%</b>	34.63%	34.52%
Go on trips with my child's school	<b>42.14%</b>	42.41%	42.91%
Participate in School Improvement Council Meetings	<b>47.21%</b>	47.58%	48.35%
Participate in Parent-Teacher-Student Organizations	<b>36.01%</b>	35.56%	34.47%
Participate in school committees	<b>40.39%</b>	40.75%	40.75%
Attend parent workshops	<b>40.62%</b>	40.67%	40.87%
Visit my child's classrooms during the school day	<b>50.49%</b>	50.58%	50.93%
Contact my child's teachers about my child's schoolwork.	<b>20.92%</b>	21.06%	20.70%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	<b>9.96%</b>	9.90%	9.02%
Make sure my child does his/her homework.	<b>4.46%</b>	4.12%	3.56%
Help my child with homework when he/she needs it.	<b>5.78%</b>	5.10%	4.49%

***Percentage Parents Responding***

<b>"I don't do this and I don't care to"</b>	<b>2006</b>	2005	2004
Attend open houses or parent-teacher conferences	<b>3.87%</b>	3.54%	3.27%
Attend student programs or performances	<b>3.80%</b>	3.43%	3.27%
Volunteer for the school	<b>19.51%</b>	18.51%	18.06%
Go on trips with my child's school	<b>15.16%</b>	14.62%	14.72%
<b>"I don't do this and I don't care to"</b>	<b>2006</b>	2005	2004
Participate in School Improvement Council Meetings	<b>29.86%</b>	29.21%	29.77%
Participate in Parent-Teacher-Student Organizations	<b>22.86%</b>	21.57%	21.34%
Participate in school committees	<b>30.91%</b>	30.06%	30.83%
Attend parent workshops	<b>17.25%</b>	16.58%	16.48%
Visit my child's classrooms during the school day	<b>13.55%</b>	12.96%	12.19%
Contact my child's teachers about my child's schoolwork.	<b>4.93%</b>	4.59%	4.55%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	<b>7.30%</b>	6.75%	6.38%
Make sure my child does his/her homework.	<b>1.72%</b>	1.55%	1.39%
Help my child with homework when he/she needs it.	<b>1.61%</b>	1.47%	1.32%

As in prior survey years, parents reported participating in the following activities:

- Over eighty percent of the respondents reported limiting the amount of time their child spends watching television, playing video games or surfing the Internet.
- Over ninety percent of the respondents reported making sure their child does his or her homework and helps their child with homework.
- Over three-fourths reported attending open house, parent-teacher conferences, student programs and student performances.
- Over one-third reported volunteering for the school, going on trips, participating in Parent-Teacher-Student Organizations and visiting their child's classrooms during the school day.
- 72% of the parents reported contacting their child's' teachers about schoolwork.

For those parents who do not report participating in some of these activities, parents responded accordingly:

- Half of the parents wanted to visit their child's classrooms.
- Over forty percent of the parents, wanted to go on trips with their child's school, participate in School Improvement Council meetings, participate in school committees and attend parent workshops.
- Only a small percentage of parents (less than 4%) did not want to attend open houses, student programs or parent-teacher conferences.
- Approximately one out of three parents did not want to participate in school committees while one in five parents did not want to participate in School Improvement Councils or parent-teacher student organizations.

The next analysis seeks to determine if there are any differences in parental involvement across schools based on the absolute performance rating of their child's school. This is the second year that this analysis has been conducted. Questions 22 through 29 of the parent survey were analyzed. These questions reflect parental involvement at the school site. It should be emphasized that the parents self-report their involvement at the school site.

As the following tables illustrate, a greater percentage of parents completing the survey and having a child who attended a school with an absolute rating of Excellent or Good reported that they were involved in school-based activities excluding School Improvement Councils. A greater percentage of these parents reported attending open houses, parent-teacher conferences or student programs, volunteering at their child's school, and participating on school committees in 2006 than in 2005. However, proportionately, twice as many parents whose child attended a school with an absolute rating of Unsatisfactory responded they there were not involved in these activities but wanted to be involved. Over half of these parents did not volunteer in their child's school, go on school trips, participate in school committees, participate in the School Improvement Council, or attend parent workshops but wanted to.

**Percentage of Parents Responding Whose Child Attended in 2006 a School with an Absolute Rating of:**

(In parenthesis are the 2005 parent survey results)

<b>"I do this"</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
Attend open houses or parent-teacher conferences	<b>81.59</b> (80.41)	<b>80.43</b> (83.09)	<b>77.69</b> (79.50)	<b>70.28</b> (71.64)	<b>65.39</b> (62.77)
Attend student programs or performances	<b>81.66</b> (80.40)	<b>79.49</b> (81.47)	<b>75.92</b> (77.89)	<b>68.41</b> (69.45)	<b>62.76</b> (58.73)
Volunteer for the school	<b>49.50</b> (49.40)	<b>45.29</b> (47.86)	<b>38.45</b> (41.77)	<b>31.30</b> (33.01)	<b>27.66</b> (26.54)
Go on trips with my child's school	<b>42.37</b> (41.87)	<b>40.01</b> (41.10)	<b>34.79</b> (36.20)	<b>28.44</b> (28.06)	<b>24.96</b> (21.67)
Participate in School Improvement Council Meetings	<b>12.16</b> (12.51)	<b>11.66</b> (12.04)	<b>12.79</b> (14.18)	<b>15.04</b> (15.56)	<b>17.10</b> (17.45)
Participate in Parent-Teacher-Student Organizations	<b>44.36</b> (43.80)	<b>39.16</b> (40.31)	<b>34.37</b> (36.98)	<b>31.74</b> (34.13)	<b>32.81</b> (33.28)
Participate in school committees	<b>23.69</b> (23.10)	<b>20.18</b> (20.67)	<b>16.33</b> (17.52)	<b>15.04</b> (14.71)	<b>15.69</b> (16.22)
Attend parent workshops	<b>24.84</b> (24.11)	<b>24.95</b> (25.14)	<b>24.39</b> (26.19)	<b>25.53</b> (26.15)	<b>26.45</b> (26.54)



On these questions of parental involvement, the largest difference in reported parental involvement activities occurred in parental response to attendance at open houses/parent teacher conferences and student programs or performances. Overall, eighty percent of parents whose child attended a school with an absolute rating of Excellent reported attending these school-site events whereas between 62 and 65% of parents whose child attended a school with an absolute rating of Unsatisfactory reported attending these school functions. One explanation of this disparity may be work schedules. However, parents responding to the survey whose child attended a school with an absolute rating of Unsatisfactory were more likely to participate in the School Improvement Council.

**Percentage of Parents Responding Whose Child Attended in 2006 a School with  
an Absolute Rating of:**

(In parenthesis are the 2005 parent survey results)

<b>"I don't do this but I would like to"</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
Attend open houses or parent-teacher conferences	<b>12.20</b> (14.10)	<b>13.54</b> (13.31)	<b>16.13</b> (16.68)	<b>21.96</b> (23.82)	<b>27.22</b> (32.33)
Attend student programs or performances	<b>12.32</b> (14.31)	<b>13.98</b> (14.68)	<b>17.14</b> (18.03)	<b>22.81</b> (24.91)	<b>28.15</b> (34.77)
Volunteer for the school	<b>28.81</b> (28.37)	<b>31.32</b> (31.92)	<b>35.57</b> (37.15)	<b>40.94</b> (43.44)	<b>44.86</b> (50.28)
Go on trips with my child's school	<b>33.97</b> (34.41)	<b>38.51</b> (40.69)	<b>42.53</b> (45.89)	<b>46.81</b> (51.04)	<b>50.13</b> (56.71)
Participate in School Improvement Council Meetings	<b>41.92</b> (42.79)	<b>45.01</b> (48.18)	<b>47.05</b> (51.47)	<b>50.88</b> (54.88)	<b>54.64</b> (59.46)
Participate in Parent- Teacher-Student Organizations	<b>27.11</b> (28.67)	<b>31.53</b> (34.02)	<b>36.01</b> (38.24)	<b>41.69</b> (44.68)	<b>45.06</b> (48.90)
Participate in school committees	<b>33.12</b> (34.25)	<b>36.36</b> (39.55)	<b>40.51</b> (44.40)	<b>45.83</b> (50.22)	<b>49.24</b> (53.69)
Attend parent workshops	<b>35.21</b> (36.25)	<b>38.16</b> (40.31)	<b>40.50</b> (43.31)	<b>43.95</b> (46.98)	<b>47.22</b> (50.77)

When looking at the obstacles to parental involvement, the survey again showed parents perceived that their work was the most common obstacle to their involvement at their child's school. Again, almost one-third of the respondents also indicated that information on how to become involved either does not get to them or gets to them late. The obstacles are consistent across the five years.

**Percentage Parents Replying "True" to these questions**

	<b>2006</b>	2005	2004	2003	2002
Lack of transportation reduces my involvement	<b>12.89%</b>	12.31%	12.47%	12.59%	12.61%
Family health problems reduce my involvement.	<b>15.48%</b>	15.41%	14.88%	15.43%	15.46%
Lack of available care for my children or other family members reduces my involvement.	<b>16.14%</b>	15.87%	15.49%	15.27%	15.25%
My work schedule makes it hard for me to be involved.	<b>55.63%</b>	55.54%	56.23%	56.97%	57.91%
The school does not encourage my involvement.	<b>19.76%</b>	20.04%	20.35%	20.10%	19.68%
Information about how to be involved either comes too late or not at all.	<b>28.19%</b>	28.31%	29.11%	29.07%	28.71%
I don't feel like it is appreciated when I try to be involved.	<b>14.03%</b>	14.08%	14.08%	14.24%	13.89%

Parents were also asked several questions about their child's school and its efforts in increasing parental involvement. Across these questions, two-thirds of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good. Approximately one-fourth rated the school's efforts as "okay." Across the past three years, these percentages have been relatively constant.

**Percentage (%) of Parents who responded:**

	<b>Very Good or Good</b>			<b>Bad or Very Bad</b>			<b>Okay</b>		
	<b>2006</b>	2005	2004	<b>2006</b>	2005	2004	<b>2006</b>	2005	2004
School's overall friendliness.	<b>73.11</b>	73.06	72.56	<b>3.39</b>	3.21	3.37	<b>21.79</b>	22.25	22.10
School's interest in parents' ideas and opinions.	<b>56.24</b>	55.74	54.49	<b>9.25</b>	9.15	9.70	<b>31.86</b>	32.45	32.54
School's effort to get important information from parents.	<b>62.01</b>	61.49	60.18	<b>8.63</b>	8.77	9.32	<b>26.98</b>	27.49	27.60
The school's efforts to give important information to parents.	<b>66.55</b>	66.21	65.27	<b>7.63</b>	7.75	8.02	<b>23.75</b>	24.11	24.16
How the school is doing overall.	<b>68.74</b>	68.22	67.73	<b>4.92</b>	4.81	4.96	<b>24.37</b>	25.11	25.01

## **PART FOUR**

### **Conclusions and Policy Implications**

1. For the fourth consecutive year the total number of parent surveys returned in 2006 increased to 69,495 or a 3.89% increase over 2005. The Education Oversight Committee (EOC) recommends that principals and schools continue to encourage parents to complete the survey and to communicate to parents the importance of the information to be obtained from the survey. Principals and school improvement councils should use the results of the survey to identify strengths and weaknesses in their schools and implement policies to improve parental involvement by all parents. Additional efforts to convey the importance of and usefulness of the survey results at schools should be considered.
2. While the parents who completed the survey in 2006 are overall different individuals, these parents had many characteristics in common with those parents who responded in prior years. As the data reveal, respondents in prior years had children in the same type of schools, had similar socioeconomic characteristics and reported the same level of parental involvement in their child's school. The socioeconomic data continue to document that parents who respond to the annual parent surveys report income levels that exceed the student population as reflected by the statewide poverty index. Statewide, efforts need to be made to increase the response rate by parents of low economic means.
3. In 2006 the average response rate to the parent survey across all schools was 50.3%. In elementary schools, the average response rate was 61.3%, in middle schools 41.6% and high schools, 29.7%. Efforts at the district and school level should focus on improving the parent survey response rate at the state's middle and high schools.
4. Based on the results of the 2006 parent survey, parents continue to have an overwhelmingly positive perception of the learning environment and social and physical environment of their child's school. And, for the first time since statewide administration of the parent survey in 2002, parental satisfaction with home and school relations exceeded 67%. Parental satisfaction with home and school relations increased in 2006 to 77% statewide. Parents reported feeling more satisfied with the amount and type of communication that exists between teachers and schools and with the families of their students. The improved satisfaction levels for home and school relations existed at all school levels – parents of children who attend elementary, middle and high schools. It should be noted that the 2006 parent survey instrument was changed in 2006 to refer to "home and school relations" rather than "home-school relations" as previously printed on prior parent surveys.
5. When analyzing parent satisfaction levels by the absolute rating of their child's school, the 2006 parent survey responses documented the largest percentage increases in parent satisfaction with the learning environment and home and school relations for parents whose child attended a school with an absolute rating of Unsatisfactory. Parental satisfaction with the social and physical environment of their child's school increased at the same percentage regardless of the

school's absolute performance rating. However, as in prior surveys, parent satisfaction with the learning environment, home and school relations and social and physical environment of their child's school declined as the absolute rating of their child's school declined and improved as the absolute rating of their child's school improved.

6. For the second year, analysis of parental involvement across schools based on the absolute performance rating of the schools was conducted. The analysis revealed that the level of parental involvement was comparable regardless of the absolute rating of schools. However, a greater percentage parents whose child attended schools with an absolute rating of Excellent or Good reported attending open houses or parent-teacher conferences, attending student programs or performances or volunteering for the school than parents whose child attended a school with an absolute rating of Unsatisfactory.
7. As in prior years, parents noted that their work schedule was the greatest obstacle to their involvement.
8. As in prior years, parents continued to express concern over student behavior at their child's school. Second, less than half of the respondents believed that their child's school considered changes based on parental input. And, just over half of the respondents noted that their child's teachers contacted them to say good things about their child. When analyzing the responses to these questions by grade level, the data reveal that parents whose child attended high school expressed less agreement than all other parents with questions related to home-and-school relations.
9. The EOC reiterates its recommendation to the Governor and the General Assembly that the Department of Education receives increased funding to implement the Parental Involvement in Their Children's Education Act. The EOC had recommended in Fiscal Year 2007-08 an additional \$156,250 for the Department of Education for this initiative; however, increased funding was not included in the appropriation bill.
10. The results of the 2006 parent survey will be distributed to the Department of Education for consideration and use in assisting schools and school districts parental involvement initiatives and programs and in devising statewide parental involvement programs. The EOC would respectfully ask that the Department of Education provide to the EOC a response as to how the agency will incorporate the results of this report in its training programs pursuant to Section 59-28-140 and in staff development and technical assistance to school districts and school liaisons pursuant to Section 59-28-150.
11. Finally, to assist schools and school districts in parent involvement efforts, the EOC recommends the recent publication of *Increasing Parent Involvement in Education: A Resource Guide for South Carolina Communities* by South Carolina's Council on Competitiveness at <http://newcarolina.org/PDF/Parent-Involvement-8.pdf>.

## APPENDIX

# South Carolina Parent Survey

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The school will get a summary of the survey results.

## MARKING INSTRUCTIONS

- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.

- Make no stray marks on this form.

• Correct Mark: ● Incorrect Marks: ○ × ○ ○

Please mark how much you agree or disagree with each of the following statements about the Learning Environment at your child's school.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's teachers give homework that helps my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My child's school has high expectations for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My child's teachers encourage my child to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My child's teachers provide extra help when my child needs it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am satisfied with the learning environment at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please mark how much you agree or disagree with each of the following statements about Home and School Relations.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's teachers contact me to say good things about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My child's teachers tell me how I can help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My child's teachers invite me to visit my child's classrooms during the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My child's school returns my phone calls or e-mails promptly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My child's school includes me in decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child's school gives me information about what my child should be learning in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child's school considers changes based on what parents say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child's school schedules activities at times that I can attend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's school treats all students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The principal at my child's school is available and welcoming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I am satisfied with home and school relations at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please mark how much you agree or disagree with each of the following statements about the Social and Physical Environment at your child's school.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's school is kept neat and clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My child feels safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My child's teachers care about my child as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students at my child's school are well-behaved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am satisfied with the social and physical environment at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us if you do the following.

	I do this	I don't do this, but I would like to	I don't do this, and I don't care to	The school does not offer this activity/event
1. Attend Open Houses or parent-teacher conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Attend student programs or performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Participate in School Improvement Council meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Participate in school committees (textbook committee, spring carnival committee, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us if you do the following.

	I do this	I don't do this, but I would like to	I don't do this, and I don't care to
1. Visit my child's classrooms during the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Contact my child's teachers about my child's school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Make sure my child does his/her homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Help my child with homework when he/she needs it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Go on to next page.





Please mark if each of the following is TRUE or FALSE.

- |   | TRUE                  | FALSE                 |
|---|-----------------------|-----------------------|
| 1. Lack of transportation reduces my involvement.   | <input type="radio"/> | <input type="radio"/> |
| 2. Family health problems reduce my involvement.  | <input type="radio"/> | <input type="radio"/> |
| 3. Lack of available care for my children or other family members reduces my involvement. | <input type="radio"/> | <input type="radio"/> |
| 4. My work schedule makes it hard for me to be involved.                                  | <input type="radio"/> | <input type="radio"/> |
| 5. The school does not encourage my involvement.  | <input type="radio"/> | <input type="radio"/> |
| 6. Information about how to be involved either comes too late or not at all.              | <input type="radio"/> | <input type="radio"/> |
| 7. I don't feel like it is appreciated when I try to be involved.                         | <input type="radio"/> | <input type="radio"/> |

Please rate your school on...

- |  | Very good             | Good                  | Okay                  | Bad                   | Very bad              |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The school's overall friendliness.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The school's interest in parents' ideas and opinions.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The school's efforts to get important information from parents. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The school's efforts to give important information to parents.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. How the school is doing overall.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please answer the following questions about your child who attends the school identified at the bottom of this page.

- What grade is your child in? ☐ 3rd ☐ 4th ☐ 5th ☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th
- What is your child's gender? ☐ Male ☐ Female
- What is your child's race/ethnicity?
 

<input type="radio"/> African - American/Black	<input type="radio"/> Hispanic	<input type="radio"/> Asian American/Pacific Islander
<input type="radio"/> Caucasian/white	<input type="radio"/> Native American	<input type="radio"/> Other
- What grades did your child receive on his/her last report card?
 

<input type="radio"/> All or mostly A's and B's	<input type="radio"/> All or mostly C's and D's
<input type="radio"/> All or mostly B's and C's	<input type="radio"/> All or mostly D's and F's

Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are involving all parents. For each question, please mark only one answer. Your answers will be kept private.

- What is your gender? ☐ Male ☐ Female
- What is your race/ethnic group?
 

<input type="radio"/> African - American/Black	<input type="radio"/> Hispanic	<input type="radio"/> Asian American/Pacific islander
<input type="radio"/> Caucasian/white	<input type="radio"/> Native American	<input type="radio"/> Other
- What is the highest level of education you have completed?
 

<input type="radio"/> Attended elementary/high school	<input type="radio"/> Earned Associate Degree	<input type="radio"/> Earned college degree
<input type="radio"/> Completed high school/GED	<input type="radio"/> Attended college/training program	<input type="radio"/> Postgraduate study and/or degree
- What is your family's total yearly household income?
 

<input type="radio"/> Less than \$15,000	<input type="radio"/> \$25,000 - \$34,999	<input type="radio"/> \$55,000 - \$75,000
<input type="radio"/> \$15,000 - \$24,999	<input type="radio"/> \$35,000 - \$54,999	<input type="radio"/> More than \$75,000

Thank you very much for completing this survey!

DO NOT MARK IN THIS AREA



3205044

Leaphart Elementary

# ADMINISTRATION OF THE 2006 REPORT CARD SURVEYS



The Education Accountability Act of 1998 specifies that “school report cards should include information in such areas as...evaluations of the school by parents, teachers, and students.” To obtain these evaluations, the Education Oversight Committee (EOC) has constructed student, teacher, and parent surveys that are designed to measure perceptions of three factors: home and school relations, the school’s learning environment, and the school’s social and physical environment. The purpose of these teacher, parent, and student surveys is to obtain information related to the perceptions of these groups about your school. Results will provide valuable information to principals, teachers, parents, School Improvement Councils, and community groups in their efforts to identify areas for improvement. Results will also appear on the annual school report cards.

## SCHEDULE

**Teacher Surveys** – on [www.SCTL.com](http://www.SCTL.com) website

February 1, 2006 – Website opens.  
February 28, 2006 – Website closes.

**Student & High School Student Surveys** – paper forms

February 22, 2006 – Schools should receive all survey forms by this date.  
March 24, 2006 – Last day for schools to ship completed survey forms to contractor.

**Parent Surveys** – paper forms

February 22, 2006 – Schools should receive all survey forms by this date.  
March 21, 2006 – Date for parent survey forms to be returned to the school.  
This is the date appearing in the letter to parents.  
March 24, 2006 – Last day for schools to ship completed survey forms to contractor.

## CONTACTS

If your student or parent survey forms are damaged in shipment please contact Mike Pulaski with Columbia Business Forms. His email address is [mpulaski@mindspring.com](mailto:mpulaski@mindspring.com).

If you have questions about administration procedures for any survey, please contact Cynthia Hearn at [chearn@sde.state.sc.us](mailto:chearn@sde.state.sc.us) or 803-734-8269.





## ADMINISTRATION OF THE 2006 REPORT CARD SURVEYS

### CHANGES THIS YEAR

**TEACHER SURVEY** – The on-line survey has been redesigned and some items have been added. Teachers are no longer required to enter a code number in order to submit the completed survey.

**STUDENT & PARENT SURVEYS** – Schools no longer have to maintain a copy of their shipping label. The contractor will track your shipment through the UPS system.

### GENERAL GUIDELINES

- ✓ Useful survey results are dependent upon candid responses. The survey administration must encourage candid responses by protecting the anonymity of the respondents and by communicating to respondents that the information is important and will be used for improvement purposes. A letter from the State Superintendent of Education enclosed with the parent survey explains the survey and its purpose.
- ✓ No names or other identifying information should appear on the survey forms. Every effort should be made to ensure that responses to the surveys remain anonymous.
- ✓ While principals and other school administrators should be aware of survey procedures and due dates, they should not be involved in handling completed survey forms. School staff are not allowed to review completed surveys.
- ✓ School principals must designate a staff person to serve as the school's survey coordinator. This person will be responsible for overseeing the distribution of surveys to students and parents and packaging completed surveys for return to contractor. The school survey coordinator also will keep teachers informed of the web-based teacher survey procedures and due dates and report any problems to the State Department of Education.
- ✓ Guidelines established by the Education Oversight Committee determine the grade level(s) to be surveyed in each school. All students in the highest grade at elementary and middle schools should complete a student survey. Their parents should receive the parent survey form. For high schools and career centers the surveys should be administered to all 11<sup>th</sup> graders and their parents. Appendix A on page 7 lists the grade level(s) to be surveyed as determined by the grade span of the school.
- ✓ Sampling is not allowed. All students in the designated grade and their parents should receive a survey. You do not need to have students complete a survey if they are absent on the day of administration or if they would have difficulty reading and responding to the items. However, these students should be given a parent survey to take home.
- ✓ Special education students are to be included and should be provided the same accommodations used for testing.
- ✓ Student and parent surveys should not be administered to children in grades two and below or their parents. For schools that contain only grades two and below, only the teacher survey will be conducted.
- ✓ These survey forms cannot be copied. The scanning equipment cannot scan photocopies.



## SCHOOL SURVEY COORDINATOR INSTRUCTIONS

### RECEIPT AND DISTRIBUTION OF MATERIALS

- Check the materials received in your shipment to ensure that you have received the following items:
  - ✓ An envelope containing;
    1. A letter to the principal from the Education Oversight Committee (EOC),
    2. Two sets of instructions for administering the surveys,
    3. A page of shipping instructions, and
    4. One pre-addressed UPS shipping label (used to return completed surveys to contractor, freight prepaid).
  - ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.
  - ✓ If applicable, Spanish parent survey envelopes. The outside of the envelope is marked with “S.”
  - ✓ Student survey forms.
- If there are not enough survey forms for your school, please refer to the master listing on the Office of Research website to check the number of survey forms ordered for your school. If you did not receive your full shipment of survey forms, contact Mike Pulaski at [mpulaski@mindspring.com](mailto:mpulaski@mindspring.com).
- Check a few student and parent survey forms to make sure that your school name is on the form. If you have received survey forms for another school, please contact Mike Pulaski.
- You may want to keep the box in which the survey forms were delivered to use for the return shipment.
- Give the letter from the EOC to your principal.
- Determine the number of student and parent survey forms you will need for each class at the designated grade level(s). Count the surveys into classroom stacks and distribute.

### SURVEY GUIDELINES

#### Student & High School Student Surveys

- Student surveys should be administered in classroom settings.
- Each survey item has four response choices. Respondents must decide whether they agree, mostly agree, mostly disagree, or disagree with each statement. Students will mark their responses by darkening bubbles on the survey form. If they do not have knowledge relative to the statement, respondents should be instructed to skip the item and go on to the next one.
- Teachers should not read the survey items to the students, but they may answer student questions about the survey items. Teachers may read items to special education students with an oral administration testing accommodation. On the last page of these instructions is the script for teachers to use to explain the survey to students.
- It is important that the surveys not be folded, torn, stapled, or damaged in any way. Please have the students use pencils. A number 2 pencil is not required.



## ADMINISTRATION OF THE 2006 REPORT CARD SURVEYS

### Parent Survey

- Parent surveys are available in both English and Spanish. Spanish-language parent surveys are for recent immigrants or parents who do not yet possess adequate English reading skills. The Spanish version of the parent survey is enclosed in an envelope with an “S” on the outside.
- Schools will distribute envelopes containing parent surveys to students in the appropriate grade(s). Students should take the envelope home for their parents to complete the survey inside and then return the envelope to the school. Envelopes are used to maintain confidentiality.
- The parent survey should be administered to the parents of the same children participating in the student survey.
- Parents with children in the highest grade at two different schools will receive two survey forms to complete. The name of the school appears on the survey form to help avoid confusion for the parents.
- Parent surveys will not be administered to parents of children in grades two and below. For schools that contain only grades two and below, only the teacher survey will be conducted.
- The parent survey forms are identical for all grade levels. If you are surveying parents for more than one grade level, the correct number of survey forms for all grade levels will be in your shipment.
- Each survey contains fifty-four questions and should take approximately fifteen minutes to complete. The letter enclosed with the survey form tells parents that they are being asked for their opinions about their child’s school. Parents are asked to think about the entire year rather than a specific event or something that happened only once or twice. They are asked to provide honest responses that can help to improve the school.
- Parents should mark their responses by darkening bubbles on the survey. Although the scanning equipment can read pen marks, it is still a good idea to use a pencil should the parent need to change an answer. It is also important that the surveys not be folded, torn, stapled, or damaged in any way.
- No names or other identifying information should appear on the survey forms or the envelopes containing the survey form. Every effort should be made to ensure that responses to the surveys remain anonymous.

Parents have the option of mailing their completed survey form to the State Department of Education. The mailing address is provided in the letter to parents from the State Superintendent of Education.



## ADMINISTRATION OF THE 2006 REPORT CARD SURVEYS

### ADMINISTRATION OF SURVEYS

#### Student & High School Student Surveys

- Choose a day within the four-week period to administer the survey to the students. The survey should be administered to students at the same time (homeroom or advisory period for example).
- Copy the teacher instructions from the last page of these administration procedures and provide a copy of the instructions with the survey forms. Make sure the classroom teachers administering the student surveys are familiar with the administration instructions for your school.
- On the day the survey is to be administered, distribute materials to each classroom teacher within the designated grade(s).
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

#### Parent Survey

- Distribute the parent surveys **as soon as possible** after they are received at the school. This should allow sufficient time for parents to complete and return the survey prior to the March 21 due date.
- Distribute the envelopes containing the parent survey form and letter to each classroom teacher within the designated grade(s). The envelopes containing the Spanish version of the survey and letter will be marked with an "S." Have the teachers distribute the envelopes to students. Teachers should ask students to take the envelopes home for their parents to complete the surveys. Students should be instructed not to remove the survey form or letter from the envelope. Students should bring the envelopes containing the completed surveys back to school as soon as possible.
- If your budget allows, survey forms may be mailed to students' homes.
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

#### Teacher Survey

- The teacher survey is conducted online over the internet. The survey can be accessed from the [www.sctlc.com](http://www.sctlc.com) website or the State Department of Education website at [www.myschools.com](http://www.myschools.com).
- All instructional staff (teachers, librarians, guidance counselors, speech therapists) at the school should complete the on-line teacher survey.
- The survey may be completed using any computer with internet access. Teachers may use their home computers.
- There is no way to determine which teachers have completed the survey, but the internet site keeps track of how many survey forms have been completed for each school.
- Problems with your school's internet access should be directed to your district technology coordinator.



## ADMINISTRATION OF THE 2006 REPORT CARD SURVEYS

### PREPARING COMPLETED SURVEYS FOR SHIPMENT

#### Student & High School Student Surveys

- Place all surveys flat, face up, and turned the same way. **Return all completed survey forms, even those that may be damaged.** No changes or edits may be made to student responses. School personnel should not be allowed to review student responses.
- Carefully paper-band the completed forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with masking tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

#### Parent Survey

- All parent surveys should be returned in their individual envelopes. Envelopes should be returned flat, face up, and all turned the same way.
- All parent surveys returned without the envelope should be placed on top of the envelopes. Place the survey forms flat, face up, and turned the same way. **Return all completed survey forms, even those that may be damaged.** No changes or edits may be made to parent responses. School personnel should not be allowed to review parent responses.
- Carefully paper-band the completed survey forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with masking tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

### SHIPPING THE COMPLETED SURVEYS

- Please return all of your school's completed student and parent survey forms at the same time. Package both types of surveys in the same sturdy box. Use crumpled paper, cardboard, or Styrofoam beads to fill the voids in the shipping carton to help keep surveys from being damaged due to excess movement inside the box during transit. You may want to use the box in which the survey forms were delivered for the return shipment.
- Sign and date the UPS ground bill and write on the bill the weight of your shipment. If you do not have a postal scale readily available to you, you can ask the UPS driver to weigh the package.
- Attach the pre-addressed UPS ground bill to your package. Give the package to your UPS driver the next time a delivery is made to your school. You also can drop off the package at any UPS pick-up/drop-off station. **Scheduling a special pick up from your school will cost you extra.**
- If the return UPS shipping label is missing, please contact Mike Pulaski with Columbia Business Forms. His email address is [mpulaski@mindspring.com](mailto:mpulaski@mindspring.com).
- All surveys must be shipped on or before **Friday, March 24, 2006**.



# ADMINISTRATION OF THE 2006 REPORT CARD SURVEYS

## Appendix A—Student & Parent Survey Participants

School's Grade Span	Grade Level of Students and Parents to be Surveyed		School's Grade Span	Grade Level of Students and Parents to be Surveyed
K-1, K-2, 1-2	none		4-9	5 & 9
K-3	3		5-9	9
1-3	3		6-9	9
2-3	3		7-9	9
K-4	4		8-9	9
1-4	4		K-10	5, 8, & 10
2-4	4		1-10	5, 8, & 10
3-4	4		2-10	5, 8, & 10
K-5	5		3-10	5, 8, & 10
1-5	5		4-10	5, 8, & 10
2-5	5		5-10	8 & 10
3-5	5		6-10	8 & 10
4-5	5		7-10	8 & 10
K-6	6		8-10	10
1-6	6		9-10	10
2-6	6		K-11	5, 8, & 11
3-6	6		1-11	5, 8, & 11
4-6	6		2-11	5, 8, & 11
5-6	6		3-11	5, 8, & 11
K-7	5 & 7		4-11	5, 8, & 11
1-7	5 & 7		5-11	8 & 11
2-7	5 & 7		6-11	8 & 11
3-7	5 & 7		7-11	8 & 11
4-7	5 & 7		8-11	11
5-7	7		9-11	11
6-7	7		10-11	11
K-8	5 & 8		K-12	5, 8, & 11
1-8	5 & 8		1-12	5, 8, & 11
2-8	5 & 8		2-12	5, 8, & 11
3-8	5 & 8		3-12	5, 8, & 11
4-8	5 & 8		4-12	5, 8, & 11
5-8	8		5-12	8 & 11
6-8	8		6-12	8 & 11
7-8	8		7-12	8 & 11
K-9	5 & 9		8-12	11
1-9	5 & 9		9-12	11
2-9	5 & 9		10-12	11
3-9	5 & 9		11-12	11



## TEACHER INSTRUCTIONS – ALL STUDENT SURVEYS

Surveys should be administered in a classroom setting. One student should be designated in each classroom to collect the student surveys and to bring them to the school survey coordinator. To ensure confidentiality, classroom/homeroom teachers should not collect completed surveys. Classroom teachers and school administrators are not to review completed student surveys.

Pass out surveys and pencils.

The teacher should read the following script.

**Today you are being asked your opinions about our school. There are no right or wrong answers. When you read each item, think about the entire year rather than a specific event or something that happened once or twice. Please provide honest and true answers so that we can change and improve our school. Do not talk to other students, but you can ask me a question if you do not understand a statement. Do NOT write your name on the survey. Do not fold or bend the sheet.**

**First, read the instructions at the top of the form and mark your grade. Make sure you have a pencil. Do not use a pen. You will read each statement, and mark your response on your survey sheet. Darken the ovals completely with your pencil. Erase any stray marks or changes. Remember to continue on the back of the sheet.**

**There are four choices for each sentence. Decide whether you agree, mostly agree, mostly disagree, or disagree with each sentence. Do your best to decide. If you do not know anything about the subject, you can skip the sentence and go on to the next one.**

**When you have completed the survey, check to see that you have marked only one response to each sentence and that you have marked your correct grade. Then, place your survey on your desk. (The designated student) will collect the forms.**

Have the student designated to collect surveys do so. Then, have the student take the completed surveys to the school survey coordinator.

Thank You